



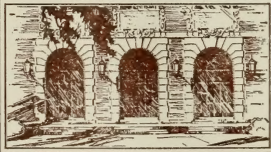
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ILLINOIS HISTORICAL SURVEY















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# Programme of Exercises

FOR THE

FIFTEENTH ANNUAL MEETING

OF THE

## Ill. State Teachers' Association.

TO BE HELD IN

ROUSE'S OPERA HALL, PEORIA,

DECEMBER 29, 30 AND 31, 1868.

### TUESDAY, DEC. 29TH.

- 10.00 A.M., Opening Exercises. 10.15, President's Address: Dr. J. M. GREGORY, Pres't Illinois Industrial University. Business.
- 2.00 P.M., Essay—*Compulsory Attendance*: J. B. ROBERTS, Sup't Schools, Galesburg. 2.30, Drill Exercise in *Botany*: Prof. J. A. SEWALL, Normal University. 3.00, *Coeducation of the Sexes* (affirmative): Pres't R. EDWARDS, Normal University. 3.30, Recess. 3.45, Music, conducted by GEO. F. ROOT,\* of Chicago. 4.15, *Coeducation of the Sexes* (negative): Dr. O. S. MUNSELL, Pres't Wesleyan University. 4.45, Business.
- Evening.—Lecture: Dr. BURROUGHS, Pres't Chicago University.

### WEDNESDAY, DEC. 30TH.

The Association will divide into sections Wednesday forenoon. The *High-School Section* will meet in the rooms of Cole's Central Illinois Business University; the *Grammar-School Section*, in Rouse's Opera Hall.; the place of meeting of the *Primary-School Section* will be announced on Tuesday.

#### HIGH-SCHOOL SECTION.

- 9.00 A.M., Miscellaneous Business. 9.15, *Course of Study for a High School*: Prof. W. L. PILLSBURY, Normal University. 10.00, Discussion of the above: Prof. H. L. BOLTWOOD, Princeton; Prof. WM. M. BAKER, Industrial University. 10.30, Recess. 10.45, *Methods of Teaching Language*: Prof. J. R. JAKES, Wesleyan University. 11.30, *What is the True Relation of the High School to the School-System of the State?* Prof. SHURTLEFF, Cook County Normal School.

#### GRAMMAR-SCHOOL SECTION.

- 9.00 A.M., Miscellaneous Business. 9.15, *Course of Study for a Grammar School*: I. S. BAKER, Prin. Skinner School, Chicago. Discussion of the above: E. C. SMITH, Dixon; W. B. POWELL, Peru. 10.30, Recess. 10.45, *What can be done to Increase the Efficiency of the District Schools?* Rev. THOS. W. HYNES, Sup't Bond County. 11.30, Discussion of the above: B. G. ROOTS, Tamaroa; P. R. WALKER, Dement.

\* Prof. Root will have a supply of music published expressly for the occasion.

## PRIMARY-SCHOOL SECTION.

9.00 A.M., Miscellaneous Business. 9.15, *Methods of Teaching Music in Primary Schools*: R. P. RIDER, Prin. of Schools, Litchfield. 9.45, *Lessons in Color*: Miss R. E. WALLACE, Aurora. 10.30, Recess. 10.45, Essay—*Methods of Teaching Oral Geography*: Miss LIZZIE LEEPER, Decatur. 11.00, An Object Lesson to a Class of Children: Miss M. E. HANFORD, Aurora. 11.30, S. H. WHITE, of Peoria Normal School, will make some remarks upon *Primary-School Government and Management*.

## GENERAL MEETING.

2.00 P.M., Lecture—*Gems from Three Continents*: Prof. JAS. D. BUTLER,† Madison, Wis. 3.00, *The Idea of a Graded School—How to Realize it*: WM. A. JONES, Sup't Schools, Aurora. 3.30, Recess. 3.45, Music: GEO. F. ROOT. 4.15, Discussion—*What can be done to secure the establishment of a State Reform School?*

Evening.—7.15, Concert, by the Boys of the Chicago Reform School.

## THURSDAY, DEC. 31ST.

9.00 A.M., Opening Exercises. 9.15, Lecture—*Natural History of the Rocky Mountains*: Dr. GEO. VASEY,‡ Richview. 10.15, Music: GEO. F. ROOT. 10.45, Recess. 11.00, Essay: Miss ESTHER M. SPRAGUE, Kinzie School, Chicago. 11.15, *Mammoth Cave*: E. L. WELLS, Sup't Ogle County. 2.00 P.M., *County Normal Schools*: N. E. WORTHINGTON, Sup't Peoria County. 2.30, Essay: Miss MARY R. GORTON, Cook County Normal School. 2.45, Music: GEO. F. ROOT. 3.15, Election of Officers. 3.30, Recess. 3.45, Lecture—*Natural History in Common Schools*: Dr. GEO. VASEY. Closing Business.

Evening.—7.30, Sociable.

† Prof. BUTLER has just returned from an extended journey in Europe and the Levant: we can promise a rich treat in his lecture.

‡ DR. VASEY, who is well known as one of the most accomplished botanists in the state, has just returned from a trip to the Rocky Mountains, in company with Maj. J. W. POWELL.

RAILROAD ARRANGEMENTS.—The following Railroads will return *free* all who pass over their lines in going to Peoria: Toledo, Peoria and Warsaw; Chicago, Burlington and Quincy; Chicago and Northwestern; Toledo, Wabash and Western. These will return members for *one-fifth* fare: Illinois Central (from El-Paso and Gilman); St. Louis, Alton and Chicago (from Chenoa); Chicago, Rock Island and Pacific. Any further railroad arrangements that may be made will be announced at the meeting.

ENTERTAINMENT.—The principal Hotels in Peoria will charge as follows: Peoria House, \$3.00 a day; City Hotel, \$2.00; Central Hotel, \$2.00. The citizens of Peoria expect to provide free entertainment in private families for all ladies, and for all gentlemen who do not prefer to go to a hotel.

HEADQUARTERS—at the office of E. W. COY, 103 Main street, new Marble Block, opposite Court-House. Committees of Reception will be at the depots on the arrival of all trains Monday evening and Tuesday.

E. C. HEWETT,	} Executive Committee.
E. W. COY,	
E. A. GASTMAN,	

40  
VOLUME XIV.—1868.

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THE

# Illinois Teacher:

DEVOTED TO

Education, Science, and Free Schools.

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WM. M. BAKER,	}	EDITORS.
S. H. WHITE,		
J. V. N. STANDISH,		

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Peoria, Illinois:

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# ILLINOIS TEACHER.

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JANUARY, 1868.

NUMBER 1.

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## ILLINOIS STATE TEACHERS' ASSOCIATION.

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THE Fourteenth Annual Meeting of the Illinois State Teachers' Association was held at Galesburg, in Caledonia Hall, commencing Tuesday, Dec. 24th, 1867, and continuing three days.

The meeting was called to order Tuesday at 10 A.M., by the President, A. M. Brooks, of Springfield.

Prayer was offered by Rev. Mr. Wilkinson, Superintendent of Schools in Jacksonville.

The President then read a very suggestive address, which we give elsewhere.

After the address, an interesting exercise in Music was conducted by Geo. F. Root, of Chicago.

On motion of H. L. Boltwood, of Princeton, H. F. Knapp, of Neponset, was appointed Railroad Secretary.

On motion of the same, the President was requested to appoint an Auditing Committee of three.

It was moved by Mr. Etter, of Kewanee, that a Nominating Committee, consisting of one from each congressional district, be appointed by the chair. The motion prevailed.

On motion of Mr. Raymond, of Alton,—R. Edwards, of Normal, W. B. Powell, of Peru, and J. A. Kennedy, of Monroe county, were appointed a Committee on the President's Address.

It was then moved by Mr. Blodgett, of Rockford, that Mr. G. F. Root be requested to give an exercise in Music for one-half hour, and that then the Association adjourn until 2 P.M.

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### AFTERNOON.

The Association was called to order by the President at the exact time, and the following persons were named as the Auditing Committee: W. B. Powell, Peru; S. M. Dickey, Charleston; J. V. Thomas, Dixon.

Musical exercise by Mr. Root.

Prof. J. C. Hutchinson, of Monmouth, was then introduced, and, after a humorous introduction, delivered a very pleasant poetic lecture upon *The School-House*.

After the poem, Miss Bonnie B. Snow, of Princeton, gave a class exercise in Map-Drawing. Miss Snow made a few remarks, prefatory to the exercise, upon the importance of map-drawing. She then introduced two young ladies

who had practiced for a few lessons under her instruction. Miss Snow proved herself mistress of the subject, and the young ladies acquitted themselves admirably. After giving some interesting exercises showing Miss Snow's methods of teaching, the board was turned, showing some fine maps drawn by the young ladies during the delivery of Prof. Hutchinson's lecture.

The time having arrived for the discussion of the subject *The Grading Practicable in Country Schools*, Messrs. Batchelder and Ethridge, who were appointed, were called, but both were absent.

Mr. Boltwood opened the discussion, showing the evils of multiplication of classes, stating that he had visited a school of 36 pupils with 39 classes. In his own school he has some 20 different geographies. He takes topics and writes upon the board the lesson for each day. The teacher must have in his own mind a clear plan; must see the object to be attained. Then he must obtain from the directors authority to determine what shall be studied. Let him then have it clearly understood that the order of the text-book need not necessarily be followed. Mr. Boltwood closed by an earnest statement of the need of thought and action upon this subject.

No person appearing willing to speak upon the subject, it was moved and carried that a Committee on Resolutions, consisting of three, be appointed by the Chair.

A motion to adjourn was made and carried.

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#### EVENING.

The Association met at 7 o'clock.

Mr. Root gave a drill in *Singing*, after which several songs were sung by the very large audience which by this time had assembled. After this,

President Edwards was introduced to the audience, and delivered an address upon the *Educational Needs of the Times*. The speaker said that the results of the efforts put forth are not satisfactory. This is not to be attributed to the teachers of the state. While acknowledging the deficiency, often too great, in the profession, yet he contended that the deficiency complained of is not to be attributed to them. People do not always think thus. They expect teachers to be perfect. All others fail: they may not. Teachers are amenable to public sentiment beyond any other class. All classes esteem themselves to be fit to sit in judgment upon them. They are also amenable to public officers—men who are placed over them. And this, too, impels the teacher to nobler deeds than he would otherwise achieve. The teacher is amenable to the public sentiment that prevails among his own brethren. Whether we are a profession or not, the teachers of the United States have their public sentiment: the great body of teachers exercise a supervision over one another. There is still another tribunal, higher than these, viz., the ideal which each teacher has set up for himself. Every man's performance comes far short of the ideal which he has before him. There are many who receive certificates who have no ideal; but these are unworthy. How is it with County Superintendents? Are they amenable to no tribunal? Every one is amenable to the public opinion of the county. He is also amenable to the State Superintendent. This is a stimulus to him, impelling him to the performance of his duty. He is also amenable, like the teacher, to his fellows. The deficiency can, then, not be attributed to either of these. Is it to be attributed to the State Superintendent? Look at the man whom we have placed there, and

behold his never-ending work. And *he* is amenable to the people, to the educational public sentiment of the state. Therefore he must be a growing man. The standard is constantly uplifting. Then Illinois is only one of a sisterhood of states, and therefore he is amenable to the public sentiment of the entire country. Then the defect does not lie chiefly with the teacher, nor the County Superintendent, nor the State Superintendent. But there is a power which is independent, which acknowledges no one of these,—and that is the people, the voting population. There are men who do not appreciate the work, who seem to consider that every cent expended is so much taken out of them. The people in certain places are lamentably behind: they ask of a teacher not whether he is noble and pure and high in character, but, for how little can he be obtained? Suppose the people would not be satisfied except with the very best: suppose every where men were enlightened and liberal upon this matter: how long would it be before good teachers could be obtained? If *we* should be proved unfit, then the whole country would be sought over to find a *man*. This I consider the great educational want of the time. It is above all system, or means, or instrumentality. The very worst system has proved efficient in some states, while in others the very best has been valueless. Maryland had last year the very best school-system, and it has fallen a dead letter. The question, then, is, How shall this be accomplished? First, the methods and the culture we propose must be such as shall be worthy of support. Do you say that the people of the United States are prone to be humbugged? But how long does it last? But the other day, a man walked from the Atlantic to Chicago: the whole city turned out to see him, and accorded him a reception above Sheridan; but how is it to-day? The people finally come out all right. Therefore, the first thing we have to do with our work is to make it worthy of popular support. We must also explain this to the people. There are men who are so far down in their appreciation of the needs of our American society as to think it to be of no matter to them whether their neighbors' children are educated or not. A republic is impossible except upon the foundation of popular, universal education. This is one of the things that must be explained, and teachers must be prepared on this. But more than this is needed. Men are not moved by logic. We must put fire into the explanation. We must be so much in earnest as to move people. I recommend the holding in every locality in the state of Teachers' Institutes. These have two aims: one to improve the teacher, and the other to arouse the people. Teachers can afford to pay, even out of their scanty salaries, the expenses of these institutes. The state is making wonderful progress: we must labor to keep abreast. To effect these purposes, we need union of all forces. In Illinois there are 17,000 teachers. Now, supposing each one should go to his work filled with its spirit, and with a determination to bring the people up to a proper appreciation of the work: we should set the state on fire. There are mighty forces at work in the natural world, but we are at work on a different plane. We are permitted to put our hands, as it were, on the very springs of action. We are co-workers with God. A man of impure soul can lay an oceanic telegraph, but a man to do our work must have a clean soul. More than forty centuries are looking down upon us to-day. The speaker closed with a glowing eulogium upon our State Superintendent.

Meeting adjourned.

WEDNESDAY MORNING, DEC. 25TH.

The Association was called to order by the President at 9 o'clock.

After prayer by Rev. Edward Beecher,

Mr. Root gave an exercise in Music. Mr. R. is not only an excellent musician, but an excellent teacher, and, above all, a person of common sense—a most uncommon quality. Mr. R. was severe on the practice of playing interludes between the verses. After this,

Prof. Sanborn Tenney, of Vassar College, was introduced to the audience, and, after a glowing eulogium upon the State of Illinois, proceeded to give a lecture upon *Corals, Coral Reefs, and Coral Islands*. The ancients studied this subject. Coral is a product of the warm seas, where the temperature does not fall below 66° or 68°, and does not grow in deep waters. The forms are imitative. The Professor presented specimens of the various forms. Early naturalists regarded coral as a vegetable—as Ovid and Pliny. Not till 1751 was the fact fully established that they are members of the animal kingdom. To-day we know their history as well as that of the land animals. Cuvier first showed that the animal kingdom naturally separates into four great divisions. The coral animals occupy the lowest place in the four divisions of the animal kingdom. If we get a valuable lesson from these, we may get more valuable from the higher. The first form is the sea anemone. The professor showed a picture of one that was formerly kept in an aquarium in Boston. He then explained the structure of the anemone. The animals which produce the coral are constructed like the anemone. The difference is that the anemone has no solid parts, while the coral has. What is the exact relation between the animal and the solid coral? The popular impression is that the coral is *built* by an insect. But the animal is not an insect, any more than it is an elephant. They are radiates. Neither do they *labor* to build. Coral is nothing more nor less than the skeleton or skeletons of the animals which produce it, analogous to the bones of other animals. The depressions are the location of the mouth. The plates correspond to the fleshy plates in the anemone. The number of depressions for the mouths tells the number of animals. These animals, then, live and enjoy and die. Corals are not vegetable-feeders: they feed on other animals. They are exceedingly voracious. The feelers bring food within their reach, but not only this: they are covered with many very small openings; within each is coiled a spring, or lasso, which the animal darts forth and fastens upon any thing which approaches. They increase by eggs, by budding, and by subdivisions. The eggs are attached to the plates, and laid in the water where they are hatched, and, after passing the larval state, they settle to the bottom of the sea and begin to grow. Then each begins to throw off buds. Let us now pass to the consideration of coral reefs and coral islands. The greatest coral-reef region in the world is one that extends from Australia to New Caledonia. It may be asked, Why are not coral reefs found throughout the tropical regions? Two reasons are given: they do not grow in deep water, nor in impure water. The lecturer then described the different kinds of coral reefs, the fringing, the barrier, and the coral island. How do they grow? As they do not grow in deep water, they must begin on a submarine portion of the island, and as they rise to the top of the water, the islands sink. These animals carry the reef only to the surface of the water; then the winds and the waves do the rest. They break off the dead surface and pile up the frag-



ments, but it is still barren. After a while seeds are brought, and it is covered with green; and then man comes. The great argument for the antiquity of the earth is derived from corals. A cluster of corals grows about an inch and a half in a year. A coral reef does not approach the surface faster than one-eighth of an inch a year. Agassiz shows that Florida took 70,000 years to build, and also that the animals of the present are the same as 70,000 years ago. In the Pacific we have coral 2000 feet thick, also of the same kind. Corals are found all over the world. Corals and limestone are identical in composition. The theory is that all limestones are largely made out of the coral reefs which grew in the ancient ocean. The professor closed with a glowing picture of the results of the coral's life and death.

At 10½ o'clock, Wm. M. Scribner, of Chicago, gave a class exercise in *Teaching Writing* for one half-hour. Mr. S. is well known to be master of his subject. He illustrated the different ways of teaching and the difficulties encountered. After showing the evils resulting from lack of care in spacing, in parallelism of lines, etc., and keeping his audience in a happy frame of mind, as evinced by their frequent expressions of approbation, he closed by saying that his principal difficulty in teaching had always been the tendency of pupils to use *too much ink*.

At 11 o'clock, Prof. Tenney was again introduced, who addressed the audience upon the subject of *Physical Geography*. The study of material things should begin with the thing itself, always, or with a representation of it. The whole thing must be presented: a finger-bone can not represent a skeleton, except to the comparative anatomist, who becomes a comparative anatomist by study of the whole. This is true of the largest subject. We must avail ourselves of the labors of others. *1st Question*.—What are we required to study in Physical Geography? THE EARTH is the subject, as all agree. We study (1) Form; (2) Size; (3) Density; (4) Circles; (5) Direction of Circles; (6) Motions. The above belong to Physical Geography as a science, not to the learning of patent facts in regard to objects around us. *Form* is at first taught, not investigated, and is taught by a form. A globe does not represent the earth, but the shape of it. The size of the earth is never taught accurately, because the mind can not take it in. *Circles*.—Errors are made by teaching that a line is a circle, in stead of the boundary of the circle. Show that the equator and other circles are not confined to the earth, but may be found on any ball. *Division of Earth's Surface*.—proportion of land and water—is best taught by the eye. Hence the need of maps. Maps only represent *proportion*. Next comes form, taught by charts. By piecemeal teaching we split up our information. All the forms can be grasped speedily. More ought to be learned in an hour than is generally carried from school. Trend of coasts, direction of mountain-ranges, can easily be taught and fixed. Next the reliefs of lands, or difference of elevation. First, *Mountains*.—Learn them in systems, and then descend to minutie. The system comprehends the parts. The whole first, contrary to the general practice. Next, the table-lands, slopes, plains. When we study a picture like Church's or Bierstadt's, we take first the whole, then study its parts. No fact stands alone, as the coral polyp connects with the statue and the Parthenon. The former worlds were preparatory to this. The plants and animals are higher than ever; the land surface is greater; the earth could not perform its functions with less. Next the *Atmosphere*, by which the waters of the ocean are brought to the interior of continents. The

atmosphere is as much a part of the earth as its rocks. First, *The Winds*.—The cause can be shown by the fire in any sitting-room. The rains come before the rivers: the rivers exist as a result of rains. Next, the *River Systems*.—Generally unknown. Begin with the great rivers—as the Mississippi; then its tributaries. *Ocean Currents*.—First, fact of Currents. Second, Position, Climate, derived from winds and currents. Why is London warmer than Labrador? Winds and currents are the cause. Where are the great fertile regions of the earth? And why? Fertile and infertile regions. These former facts exist without plants or animals. Organic nature comes next, derives, from all the other facts, Plants, Animals, Man. Distribution. Definition of Physical Geography. Study of physical features of the globe,—their relation to each other, to the life of the globe, and to man.

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AFTERNOON.

The Association was called to order by the President at 2 o'clock.

Musical exercise was conducted by Mr. Root.

The President announced as

*Committee on Resolutions*—S. H. White, of Chicago; Jas. H. Blodgett, Rockford; Rev. I. Wilkinson, Jacksonville.

Also, as

*Committee on Nominations*—At large, E. H. Phelps; 1st District, O. S. Westcott; 2d, H. H. Boyce; 3d, E. C. Smith; 4th, J. C. Hutchinson; 5th, E. W. Coy; 6th, S. M. Heslet; 7th, T. J. Burrill; 8th, D. Wilkins; 9th, H. H. Smith; 10th, H. Higgins; 12th, T. M. Nichols. The 11th and 13th districts were not represented in the Convention.

On motion of Prof. Standish, the President was requested to appoint a committee of seven on Sociable for Thursday evening.

Dr. Willard then read a very excellent paper on *Proper Methods of Imparting Moral Instruction in Schools*. [This paper we shall publish soon.]

As Rev. Mr. Palmer was not able to be present, his essay on this subject was read by Capt. Blodgett.

There seeming to be no disposition to discuss this subject,

Mr. Albert Ethridge, Superintendent of Schools for Bureau county, who was unable to appear yesterday, owing to the detention of a train, read an essay upon *The Grading Practicable in Country Schools*.

Upon motion of Mr. Raymond, of Alton, a committee was appointed to report upon amendments to the Constitution.

Pres. Edwards, of Normal, then, upon request of the committee, read Poe's melody of *The Bells*.

After this, the *Grading of Country Schools* was taken up, and Mr. Wilkinson, of Jacksonville, spoke upon the subject. Mr. W. expressed his gratification, coming from another state, at beholding the interest in the cause as manifested. He then gave some details of his experience.

4 o'clock.—Prof. Tenney on *Zoölogy*.—Not every well-informed person will become a naturalist; but every teacher should have an outline of knowledge on the subject. I suppose there are over a million of known species of living creatures; perhaps only two or three hundred thousand described. The number being so vast, we must study in groups, rather than individuals. Cuvier divided the animal kingdom into four great types: First, Vertebrates—back-

boned animals. Fundamental idea, lobe or lobes, brain, and extension in spinal cord; also a series of bones enveloping the cord, by processes therefrom: brain itself inclosed in bony box—modified vertebra, the skull. Also, a cavity containing the digestive apparatus, heart, lungs, etc., the vegetative organs. These are the characteristics of the vertebrates—man, all beasts, birds, fishes,—a group not made by man, not set off by Cuvier, but by God himself. We write, then, classes of vertebrates: (1) Mammals (viviparous); (2) Birds; (3) Reptiles; (4) Fishes. Some divide the third class (justly, I think) into two. So much simple information we can give our pupils, which is interesting and valuable. Man is, as an animal, only a vertebrate, of the mammal class. We can consider him as more than an animal. Man is the only upright animal, and the only animal that does not use the hands for locomotion: they belong to the head, for intellectual work. Cuvier marked off another great division—the Articulata. In vertebrates the skeleton is inside; muscles, skin, etc., on the outside. Articulate, a repetition of similar segments: one specialized for a head, a digestive cavity, alimentary canal, right through the centre; a tube along the back acts as a heart; what nervous system it has is along the ventral surface; no brain, but knots or ganglia, joined by filaments of nervous matter. Plans of vertebrata and articulata very different. The nerve in the one ventral, in the other dorsal. Lobster has the same plan as the worm: so the insect, having head, middle body, hind body, but nerve and heart-tube in same relative position, compared with vertebrates. Leading characteristics: Segments, heart in back, nerves in belly, and skeleton, if any, outside. How long would it take on Darwin's theory to reverse these positions?—1, insects; 2, crustacea; 3, worms. How do we know worms to be the lowest? Snakes not lower than fishes, if you would vote it so. How then? The green worm on the parsnip, with forked tongue, etc.: it is not a worm, it is a baby butterfly; will spin a cocoon on the fence: spins a loop of silk, and is bound to the fence. At last a beautiful black butterfly, with orange, red and blue. Seemed a worm, became like a crustacean, and then an insect. In metamorphoses, the form abandoned is deemed the lowest form; hence, worm is lowest. Cuvier showed another great branch,—Soft-bodied, or mollusks: worms at first included here. Some have a shell: if so, it is a part of the creature, inseparable: example—snail. If names seem to be hard, they are for a purpose and should not be a bugbear. Explain the term, and it may be ornithorhynchus as well as duck-bill. Characteristics: apparently homogeneous, no vertebrae nor segments. Agassiz makes three classes; Dana, six. (1) Acephals, headless, including all bivalves; (2) Gasteropods, stomach-footed, crawl on stomach,—snails; (3) Cephalopods, animal like squid or nautilus, feet attached to head,—cuttle-fish. Cuvier showed another branch—Radiates (or *rād*). Radiated structure, more or less star-shaped,—star-fish: suckers on the arms on mouth side, are locomotive appendages. Exhibited skeleton of polyps. Thousands of forms of radiates. Polyps, lowest; next, jelly-fishes—very numerous: from microscopic to six feet in diameter. Some tentacles are one hundred feet long. So watery that only hatful or saucerful when dry. Complex organizations, however, and voracious. Next, echinoderms. All we shall ever study are these classes, if we do not study the microscopic animals. Recapitulate Divisions and Classes. Is it not worth while to know and to be able to teach this, to guide the observations of pupils? Valuable over every thing except the necessary knowledge. Plan in creation: every thing living, ani-

mal, is in one of these four types, even through all geologic ages. These lead us above the mere facts, and give us a larger view of creation and of God.

Meeting adjourned.

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EVENING.

Association called to order by the President at 7½ o'clock.

Address by J. M. Gregory, LL.D., Regent of the Industrial University, upon the subject *The Right and Need of the Race to Universal Education*. The address was listened to with great interest by a very large audience, consisting of at least 1200 persons. After the address,

Mr. Root, at the request of the Association, sang *Rally Round the Flag*. Mr. R. prefaced the singing by relating the anecdote of the Iowa regiment which at the charge on Vicksburg went into the battle 800 strong, but came back only 300, yet singing this song. He stated that once in Iowa, upon singing this song, a soldier who lost an arm at that fight stood by his side.

Meeting adjourned.

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THURSDAY MORNING, DEC. 26TH.

Association called to order by the President at 9 o'clock.

After prayer by Rev. Mr. Balch, of Galesburg.

An exercise in singing was conducted by Geo. F. Root, Esq. After this exercise,

Professor E. C. Hewett, of the Normal University, gave a class exercise in *Teaching Geography*. Mr. Hewett said Geography is exciting at present a very large share of attention among teachers. Some of us can remember when very little attention was paid to this study; but now there is a great awakening. The inquiry that oftenest comes to me is, How shall I teach this science? The professor spoke of Morse's Geography, which was the first in the country, and was used as a reading-book. But the question is a practical one, and very large. The first point is—In all departments of our study, it is necessary that we make a very careful selection of the point to be studied. The details are endless. No one can learn all. The leading idea is, then, selection. Gov. Boutwell, of Massachusetts, once said, "Be contented not to know every thing." Every writer makes a selection. The books on geography have too much in them. I never open a geography without finding questions that I can not answer, and do not expect to. Let every teacher, then, select. Next, when the selection is made, then insist that *the whole thing* shall be learned *exactly*. The professor then gave a class drill on the Map of Massachusetts, showing the manner of selection for a class. Commencing at the northeast corner, take the first object of interest, and so on. It is foolish to suppose, if a pupil does not really know his lesson at recitation, that he will remember it hereafter. Next is order of topics. The one I prefer is—

1. { (1) Situation—absolute and relative.
- (2) Size—absolute and relative.
- (3) Shape.
2. Surface and Waters.
3. Climate and Soil.
4. Natural Productions—mineral, animal, vegetable.
5. Industrial Products—agricultural (or farm), shop, sea.

6. People—numbers, origin, cities; Institutions—governmental, social, religious, educational.

7. History.

8. Miscellaneous.

In drawing maps, draw from memory; then, only what is included in the lesson—nothing more. Thirdly, the work should be done as rapidly as possible. There are three things in regard to a definition: (1) Conception, or idea; (2) The words to express the idea; (3) These must be put together.

After this exercise,

A discussion followed on the question *Should Attendance at School be made Compulsory by Law?*

A paper was read by S. M. Heslet, of Mendota.

*Resolved*, That the state, having provided a generous system of education, ought to require the attendance of all its children between the ages of six and fourteen years.

An important subject. People differ. Discussed in Germany. Prussia adopted the plan, and we know the result. The speaker quoted from Prof. Wickersham. If the professor will educate his child, that is all that is required; but if he proposes to let him grow up in ignorance and vice, we say to him, and to all *other* brutish parents, You must not do so. The state claims the right to compel vaccination: so it should compel moral vaccination. If a parent starves his child, the state interferes: so it should in mental starvation. The legal interference is no greater than is now practiced, as in cholera, the sanitary regulations, or in building a sidewalk. Society has rights, as well as the individual. Hence no natural right of the parent is violated when he is compelled to send his children to school. I would not like to have a man come into my house and tell me to send my child to school. We have become accustomed to this kind of talk. I would not like to have a man come into my house and take my son to fight our southern brethren; but this was done, and the great slaveholders' rebellion was crushed. Self-protection is the first law of nature. Then let us require all parents, by the authority of *law*, to send their children to school. Then we shall not have to build a penitentiary in the southern part of our state, at an expense of \$900,000. Yes, we shall close that at Joliet, and afford accommodations to the Industrial University. Europe is throwing her ignorant people upon our shores. The negroes are now free, and must be educated. "A state," says Vattel, "has a right to enact and enforce any law which is essential to its safety." Dr. Hickok says: "It is impossible that public freedom should be sustained or civilization reached in its highest degree without general intelligence; and hence the promotion of general education is as truly a state duty as the imposition of taxes." They tell us it may be right in Prussia, but wrong in a republic. But whatever is right in Prussia is right here. If education is necessary in Prussia, it is more so here. Twenty thousand Prussians were more than a match for forty thousand Austrians. It is objected that the measure tends to centralization. How absurd to say that that which tends to enlightenment is contrary to freedom. It would interfere too much. Let us, then, drop some other interference. It is also said that the schools should be so good as to draw all to them. But this is impossible. [We hope to print Mr. Heslet's very able paper in full, soon.]

Mr. Baker being absent, Mr. E. H. Phelps, Chairman of the Nominating Committee, moved that the Committee on Nominations be allowed to report. After announcing their list of nominees, it was stated that some were not



members of the Association. After discussion, the report was recommitted to the committee, with instructions to report the first thing in the afternoon.

By request, the Secretary read the Constitution of the Association.

The Constitution-Book having been lost,

Mr. White, of Chicago, moved that the Secretary be instructed to procure a suitable book and engross therein the Constitution. Carried.

*Report of Committee on Revision of Constitution*—W. H. V. Raymond, of Alton, Chairman.—Committee recommended—

1st. That Article III be so amended as to read as follows: "The officers of this Association shall consist of a President, and one Vice-President from each Congressional District of the state represented; a Recording Secretary; a Treasurer; and a Committee of three on Programme and Arrangements: said officers to be elected, and to hold their offices until their successors are elected." This recommendation adopted.

2d. That the following be substituted for Art. IX\* of the old Constitution, and be so numbered: "It shall be the duty of the Committee on Programme and Arrangements to meet once each year, before the meeting of Association, at some central point; their expenses to be paid from the funds of the Association." Voted, on motion of Mr. White, of Chicago, that all of this recommendation after the first word 'it' be stricken out.

3d. That Article VI of the old Constitution be stricken out. Adopted.

Moved by Mr. Tooke, of Dixon, that, as an Association, we recommend that the next General Assembly of this state so amend our school-law as to regulate the attendance at school of all children between the ages recognized by law as drawing public money. Laid upon the table for further consideration.

Adjourned until afternoon.

#### AFTERNOON.

Called to order at 2 o'clock by the President.

Musical exercise, conducted by Root.

Report of Nominating Committee again taken up.

For *President*—Dr. J. M. Gregory, Champaign. *Vice-Presidents*—1st District, L. Lewis, Chicago; 2d, W. H. Brydges, Elgin; 3d, J. V. Thomas, Dixon; 4th, ————†; 5th, J. E. Dow, Peoria; 6th, W. S. Coy, Bristol; 7th, T. J. Burrill, Urbana; 8th, A. H. Thompson, Bloomington; 9th, E. H. Phelps, Canton; 10th, Rev. I. Wilkinson, Jacksonville; 12th, James A. Kennedy, Waterloo. *Recording Secretary*—E. C. Smith, Dixon. *Treasurer*—W. B. Powell, Peru. *Executive Committee*—E. C. Hewett, Chairman, Normal; E. W. Coy, Peoria; E. A. Gastman, Decatur. This committee would respectfully recommend Peoria as a suitable place for the next meeting of the Association.

Report accepted, and committee discharged.

On motion of S. H. White, the Secretary was authorized to cast the vote of the Association for the candidates nominated by the Nominating Committee. Secretary cast the vote, and the persons thus nominated were duly elected.

On motion of S. H. White, Peoria was selected as the next place of meeting for the Association. This was done after Mr. Jones, of Aurora, had moved as an amendment that Aurora, and Pres. Edwards that Normal, be the place selected, and these amendments were voted down.

\* I think Art. VIII, and not Art. IX, is referred to.

† In the manuscript furnished me, the name of Mr. Thomas appears for both the 3d and 4th Districts: his residence is in the 3d.—PUBLISHER OF TEACHER.

Discussion: *Cœducation of the Sexes.*

Paper by Robert Allyn, President of McKendree College, read by President Edwards. [We give a synopsis, and hope hereafter to publish it in full.]

Whatever man seeks to accomplish for himself by education, that woman may lawfully seek, and ought by right to enjoy. Such seems the admission of the question. The only point to be discussed is, Under what conditions shall young men and young women acquire this similar higher education? The common way of arguing this question is as if it concerned woman alone, while it affects the other sex equally. Nothing can fully settle this question but experiment, and it can not be fully decided by any single trial. Hence the same experiment will at one time appear to succeed, and at another to fail. This makes it necessary to examine more carefully the antecedent probabilities in the case. If these are largely in favor of the joint education of the sexes, a few seeming failures should by no means discourage us. The boy must encounter the tide of evil in the world, if he would be independently virtuous; and so the girl must at some time be in society and see evil, and she ought to be prepared against it. The larger part of the trials of jointly educating the sexes have been successful. Oberlin has been a wonder of prosperity: it has made manly men and womanly women, good scholars and earnest workers. So the large academies of New England and New York, some of which are almost colleges, have gone far to demonstrate the excellence of the system. Some English and some Scotch theorists declare the trials in those countries failures; but how could it be otherwise, where the women in polite society are compelled to withdraw from every feast before its close, lest they should be insulted by the ribald speech of the men? But to the question. Shall the sexes be educated together,—not exactly alike, but similarly, equally, and in company? Is this best? We reply, most certainly. (1) It is the way of nature; and our work is always best done when we learn her methods and follow them. The objection is that the teachers are so few, as compared with the pupils, that immature students form the social and public opinion of the school, and we must separate the sexes, lest improprieties occur. There is doubtless danger here, but no greater than where the school is for one sex only. A high tone of moral sentiment is much more likely to be formed, and to act more strongly, where the sexes mingle freely under proper restraints, than where they are arbitrarily separated. In the schools for young men or for young women alone, there are points on which there will be absolutely no conscience whatever. (2) In life, in business, and in duty generally, the sexes jointly work out the great problems of humanity. The time was when the advancement of any noble end seemed to belong, by agreement of all, to man alone; but it is not so now. We concede woman to be a most efficient helper in all the duties of society. She must therefore receive as good an education as the other sex: and how can this be so well done as in company with those with whom she has to labor? The objector says, Woman works with man, but does not do the same work. The reply is, The work is jointly done, and the preparation for it should be in concert. If Agesilaus was wise when he uttered the oft-quoted maxim that 'boys ought to learn at school what they are to practice when they become men', ought there not to be a corollary to this? Can one set of teachers train the young woman, and another the young man, each in a separate school, and by different methods, and in different studies, and do their work as well as when both work together?

Who would think of training a span of matched horses in any other way than side by side? (3) Joint education will more widely diffuse knowledge and discipline than separate instruction can. Have we not all seen families where the boys were sent to college, while the girls remained at home to work, or the converse? In such cases, the two parts of the household become unfitted for each other. Educating brothers and sisters together will diminish expense and spread the desire for culture far more than almost any thing else. (4) The sexes do need, for their mutual perfection, intercourse from their earliest days; and this has always been beneficial. In the church, in the social circle, even in the work-shop and store, the political gathering and the lecture-room, both sexes profit by their intercourse. The beer-garden is not as brutal when women go there. A school is better taught when men and women unite to give instruction and to govern. Why, then, will not learning be better done and the learners be better improved where the sexes meet? Neither sex will copy the other, for association will continually reveal how needful each is to the other. Iron does not become oak nor oak iron by any tests or uses you may put them to. (5) The elements of character are substantially the same in man as in woman. There is the same virtue for man or woman, according to the Gospel, if not according to social custom. Is it not because of different education that the world has adopted a different standard? It may be said that the education for women consists largely in accomplishments. But if men will deal in pins and needles and tapes, etc., let them learn to make these things. Let them be equals. There are a few objections which we will answer, and then close. (1) Affairs of the heart will engross the attention. Admit this, and the reply is, Do schools exclusively for one sex escape? The truth will be found to be that less damage comes from such cases occurring where both sexes mingle than where only one is allowed. (2) Woman is not physically or mentally equal to the hardships of higher collegiate education. In reply, turn to real life. A housekeeper's duties are as numerous and perplexing as a storekeeper's, and generally as well done. But ninety-four per cent. of storekeepers fail, and fully two-thirds of the women succeed. Women are now doing more than half of the hard hand-labor of the community. The causes of our physical deterioration are found in the overstudy and overeducation of women: it might better be in their overwork and undereducation. In ladies' seminaries there are as many studies as in those exclusively for males; and yet the girl is expected, in addition, to practice music and painting, and to care for her own sewing, and in many to perform part of the housework. She must graduate at 16 or 17, while the young man graduates at 18 to 22. If these facts prove any thing, it is that woman is stronger than man. (3) If woman is educated as well as man, she will demand the same political power. Well, I am not willing so to stultify my judgment as to say that my countrywomen can not vote as intelligently as the recently-imported Irish of New York or as the illiterate backwoodsmen.

Pres. D. A. Wallace, of Monmouth College, in stead of presenting a paper, gave an account of his own experience of eleven years in Coeducation. He was prejudiced against it; but, by careful study and observation, he had come to regard it as the only way to educate our sons and daughters. He admitted that there were grave difficulties to encounter. The question was not whether woman has a right to the higher education, whether our sons should be admitted to female schools or our daughters to men's colleges, nor in regard to primary coeducation, or even up to the high school: this is settled. It is not



that men should be womanly, or women manly, or whether they should take the same course; but whether they should be allowed to study the same subjects together, use the same text-books, hear the same lectures, etc. Special instruction should be provided for the two sexes in certain points. If it be conceded that our daughters and sons need higher education, should they take it together, or separately? Can they move together? Are the women able to do it? I have found the women at least equal,—some times excelling, some times carrying off the honors in science, with no apparent excess of effort. It is said they kill themselves in doing it. No more true than of young men. Examinations will not show any marked difference. Can scholarship be as high in joint education? A question of fact. Investigation challenged. We have no fear of the result. Another serious question. Influence on the female character. Do they make as womanly women? Do the women lose as the men gain? I can not admit this to be the fact: do not admit that lifting another degrades one's self. Woman becomes purer as she lifts others. Not like dipping soup from a dish, emptied at last, but like oil from the unfailing cruse. I may not have been a competent observer, but I can see no higher attainment in separate education. I disparage nothing done by separate education. I claim as good results for coeducation. I prefer the character developed by the new system. Are premature marriage-engagements likely to occur? It is not uncommon to witness such things on the part of those who are not educated together. It can not be prevented, unless we lock up boys and girls, on the penitentiary plan. Marriages do occur. But more commonly either sex marries outside of the circle of classmates. The separate education does not exempt pupils from foolish marriages. Does intercourse develop the sexual feeling? They know one another too well to be so easily led astray as in other circumstances. We admit woman's right to the higher education. Can it be afforded generally? Not in the West, at least. The so-called colleges and seminaries do not rise above school or academic education. The girls have to come to the second table. More light, more study needed. The question should be carefully investigated. If I find myself mistaken, I am ready to right-about face. I do not expect, however, to find the best in a different direction from that in which our educational institutions are now tending.

Discussion participated in by Dr. Willard, of Springfield; President Weston, of Lombard University; President Curtis, of Knox College; Mr. Buell, of Ster-Sterling, and Mr. Kelly, of Whiteside county.

Treasurer reported as follows:

E. A. GASTMAN, *Treasurer*, in acc't with ILLINOIS STATE TEACHERS' ASSOCIATION.

<i>Dr.</i>			
Dec. 27, 1866.	To amount received from former Treasurer.....	\$49 76	
" 26, 1867.	" " " " members.....	185 00	
<i>Contra.</i>			\$234 76
" 27, 1866.	By paid A. M. Gow, as per receipt attached.....	\$49 76	
" 26, 1867.	" " bill of N. C. Nason.....	20 00	
" " " " Prof. Sanborn Tenney.....		80 00	
" " " " W. H. V. Raymond.....		7 50	
Balance in hands of Treasurer.....			77 50
			\$234 76

All of which is respectfully submitted. .

Galesburg, Dec. 26th, 1867.

E. A. GASTMAN.

Report approved by Association.

*Report of Committee on the President's Address.*—The committee to which the Address of the President of this Association was referred, after a careful consideration of the suggestions therein made, would respectfully report:

1. That the plan of *Township Organization*, more particularly detailed by Hon. Newton Bateman, in his last Report upon the condition of our Free Schools, is eminently calculated to remedy many of the defects of our educational system, by simplifying the school machinery, creating increasing interest among the people, and leading to a practical grading of our country schools. We express the hope that the State Superintendent will continue to urge this measure upon the legislature, and that the friends of education, in all parts of the state, will do all they can to build up a public sentiment that will sustain it.

2. That it would be to the advancement of educational interests in *Southern Illinois for a normal school or schools* to be established in that section of the state, and recommend suitable legislation in this matter.

3. That, while we deem it the duty of County Superintendents, in the language of the school-law, "to encourage the formation and assist in the management of the County Institute," at the same time it is correlatively the duty of all teachers, operating under the public school-law, to be members of such an institute and attend its meetings; since the object in view, as the law declares, is 'their benefit and improvement'. We regard it as a just cause for revoking the certificate, when the teacher is absent without any good reason; which revocation, however, is to be exercised with judgment and discretion.

4. In relation to the organic rule as to *membership of this Association*, we think it amply sufficient, as it now stands, to embrace every teacher and friend of education, whether engaged in public or private school, whether city or county superintendent, president or professor of college, academy or seminary, or otherwise, and do not feel authorized to recommend any change in this respect.

5. We have not entertained with favor the suggestion of making the county superintendency an office of appointment, by a State Board of Education, on the ground that it is too radical a change, would be an experiment as to any additional efficiency in the performance of the duties of that position, and would take power out of the hands of the people, in whom it now rests by being elective, and consequently would be regarded by them with suspicion. At the same time, we think some check ought to be thrown around the position, some encouragement given to properly-qualified men to hold it, and would suggest that the additional condition be required by law, that the candidate elected, before he assumes to act, shall present to the Board of Supervisors, or County Court, a State Diploma of Qualifications.

6. We likewise doubt the expediency or propriety of recommending any change in the grade of certificates, in name or quality, issued by the State and County Departments of Education, being of opinion that time, more efficient and concerted action on the part of the officers holding these positions, in their yearly meetings, official correspondence, and in decisions and instructions of the State Superintendent, will correct any irregularity or want of uniformity.

7. With regard to altering the time of holding the meetings of the Association, the Committee respectfully decline to give an opinion, but refer the subject to the Association:

8. We recommend the passage by the Association of the following resolution:

*Resolved*, That, in the opinion of this Association, there is no conflict of interests between the common schools and the colleges, or higher seminaries of learning, but that each is necessary to the other, and that the highest prosperity of the one demands the highest efficiency and success of the other.

R. EDWARDS,  
W. B. POWELL,  
JAMES A. KENNEDY.

Report was accepted and adopted by the Association.

Moved by Mr. Eberhart, of Chicago, that the next meeting of the Association be held for three days, commencing on Tuesday following next Christmas, at 10 o'clock A.M. Carried.

An amendment, proposed by Mr. Blodgett, of Rockford, that the selection of time be left to the Executive Committee, was lost.

On motion of Prof. Standish, of Galesburg, a committee of nine was to be appointed by the President, to serve as delegates to the next National Teachers' Association.

On motion of President Edwards, it was voted that the Executive Committee appoint a person to prepare a paper on the affirmative of the question of the *Coeducation of the Sexes*, and another person to prepare a paper on the negative of the same, to be read at the next meeting of the Association.

On motion of Mr. Etter, of Kewanee, it was voted that the Executive Committee be instructed to again provide for the discussion of the question of *Compulsory Attendance*, at our next meeting.

Adjourned until evening.

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#### EVENING.

The teachers and other members of the Association, and the citizens of Galesburg, met in the Public-School Building for Sociable. A very large attendance.

E. C. Hewett, of Normal, acted as Toast-Master, and Geo. F. Root, of Chicago, conducted the Musical Exercises.

The following resolutions, offered by S. H. White, of Chicago, Chairman of the Committee, were adopted:

The members of the State Teachers' Association, before closing their fourteenth annual session, give expression to their thoughts and feelings in the following resolutions:

I.—That our sincere thanks be returned to our retiring President, A. M. Brooks, Esq., for the prompt and impartial discharge of the duties of presiding officer during the present session, and to the Secretary and Treasurer for their efficient service.

II.—That the labor of the Executive Committee in preparing the excellent programme of this session, and in providing for its prompt fulfillment, meets our hearty commendation and receives our grateful recognition.

III.—That the thanks of the Association are returned to President Richard Edwards, J. M. Gregory, J. L. D., and Prof. Sanborn Tenney, for the profit and entertainment afforded by their able and instructive lectures; to the essayists for the able manner in which they have responded to the invitations to duty assigned them; and to Geo. F. Root, Esq., for the pleasure and entertainment furnished by his charge of the musical exercises of the session.

IV.—That the Association return its grateful acknowledgments to the citizens of Galesburg for their generous hospitality to its members, in kindly and gratuitously receiving them to their own homes, and for the courteous treatment received at their hands.

V.—That the thanks of the Association be returned to the City Council of Galesburg for the free use of Caledonia Hall in which to hold its sessions; to the Board of Education for the use of the building which we at present occupy; and to J. P. Lee, Esq., for the use of the fine Steck Piano that has contributed so much to our enjoyment.

VI.—That we return thanks to the following railroads, which have favored the members of this Association with reduced rates of transportation: Chicago, Burlington & Quincy; Rock Island; Toledo, Wabash & Western.

The President appointed the committee of nine to act as delegates to the next National Teachers' Association, as follows: S. H. White, Chicago; J. F. Eberhart, Chicago; W. A. Jones, Aurora; R. Edwards, Normal; Wm. M. Baker, Springfield; S. M. Etter, Kewanee; W. H. V. Raymond, Alton; E. L. Wells, Dement; E. A. Gastman, Decatur.

On motion, A. M. Brooks, of Springfield, was made an additional delegate to the next National Teachers' Association.

At 10 o'clock Association adjourned, to convene at Peoria, at 10 o'clock A.M., on the first Tuesday after Christmas, 1868. E. L. WELLS, Secretary.

#### ADDRESS OF THE PRESIDENT.

LADIES AND GENTLEMEN OF THE ILLINOIS STATE TEACHERS' ASSOCIATION: In the address of a former occupant of this chair, the progress of education in the state and the agency of the Teachers' Association were graphically and truthfully depicted. The record of the body which meets here to-day is a source of pride and satisfaction to the teachers of Illinois, since by the earnest few annually assembling, without remuneration, to deliberate for the improvement of our schools, have been devised and carried into execution measures of the utmost importance to the educational interests of the commonwealth. Unbounded praise is due to the noble men and women who thus performed the work of pioneers, and by their labors amidst discouragement and opposition advocated free education and placed it on a firm foundation.

Much must be achieved, however, notwithstanding the great advancement in the character of the instruction given, the excellence of our school-buildings and other material appliances, before the system will reach the ground occupied in other states. An immense number of incompetent instructors must be struck from the rolls of our profession; and to do this will require a corresponding enlightenment on the part of the community,—for, ignorant as many of the teachers are, they will be found invariably in advance of their employers. Time, with its corroding tooth, is indispensable also, to wear away the prejudices of those who were taught in their infancy to regard free schools with contempt and aversion.

It should be our aim, among other things, in the present and succeeding meetings of the Association, emulating the example of our predecessors, to propose such improvements as, meeting with the approval of the legislature and being placed upon the statute-book, will enable our friends to carry on the combat with ignorance more successfully. We have a good school-law now; and if it were carried out thoroughly by school officers, very different results would be presented. There is nothing perfect, and we believe that improvement is possible here, as in all other things; but the interests are too great to allow reckless experiment.

Since our last meeting, two very important steps have been taken. The County Superintendency has been placed on a more satisfactory basis, as far as remuneration is concerned, and the act establishing the Industrial University has been passed. Both these acts are open to criticism, but will, for all that, accomplish untold good for the cause of education. It now remains for the friends of the University to ask for such additional provision at the hands of the legislature as will enable them to procure a sufficient number of competent instructors to care for those who will seek admission. This will be an arduous task; but they will succeed, since this institution is to be part of the free-school system, and therefore rests on a broad and secure foundation. The state is so wealthy that a small portion of the school-tax will be enough to carry forward the enterprise. All that is needed is money; and that is ready and can be procured, if the proper course is pursued.

The proposition to place all the schools of each township under a single board of directors will, we hope, soon become a law, since we know of nothing that would add more efficiency to the common-school system.

There are other advances to be made, and we will take the liberty of throwing out some suggestions which may be deemed worthy of your attention. If worthless in every other respect, they will serve to bring this very important query before the Association, viz., What will we do next for the cause? Can we do any thing to compare with the establishment of the Normal University, the founding of the Illinois Teacher, and other improvements which have been proposed and discussed on this floor in former years?

It would be well, we think, to inquire into the expediency of changing the

fundamental law of the Association, so as to have this body composed of delegates sent by the County and City Institutes and Colleges of the state, at the same time cordially inviting all earnest friends of education, who may choose to come, to take part in the proceedings. The entire profession in every part of the state would be thus represented. There are counties, we suppose, where no institutes are held: but in a short time the superintendents, if at all efficient, will succeed in establishing these meetings, which always accompany good teachers and good schools. These officers have the power of organizing and keeping up institutes, and should by no means neglect so important an advantage for improvement. They should make it their duty to secure men of ability to conduct the drills and to lecture before the teachers and people, making the organization both permanent and profitable. If the County Superintendents are true to their trust, unqualified persons will be prevented from entering our ranks; and it is certainly a terrible failure when, from any cause, the incompetent are placed in the service. Those who take the money of the state, and prove themselves recreant by granting certificates to the grossly ignorant, should be exposed, and if possible driven to resign. County Superintendents hold the most important offices in the state, and should be live teachers, fresh from the school-room, knowing more of the needs of our profession than of party tactics and political corruption. If they could be appointed by a State Board of Education, many an evil which will remain for years to come, to injure and destroy, would be speedily removed. We would like very much to hear the teachers, at this meeting, discuss the propriety of so amending the law as to have this office filled by a Board of Education, in stead of being occupied by the nominee of a political caucus. Are we not more likely to elect small politicians, under the present system, than good teachers? An inquiry should be raised in every county where an institute has not been formed, asking why this is so, and a remedy found for the deficiency. We would make it a condition in granting a first-grade certificate that the applicant produce evidence that he has regularly attended an institute during the past year, and performed the duties assigned. Furthermore, we would promptly revoke the certificates of such teachers as possess testimonials of the first grade, if they refused, without good excuse, to attend an educational meeting when held in a convenient locality. Those who neglect to take their position among the best teachers should be contented with a second-grade certificate, which is all they deserve. Better means to secure a good institute could doubtless be suggested; but we know of nothing better than legal obligation, and see nothing arbitrary or tyrannical in the course here recommended. The question is, Would our best teachers approve such measures, since laws are made to protect the good against the ill-disposed? Experience has proved that these matters can not be left to voluntary action. What kind of schools would we have, without a law compelling a certain course of procedure? It will be found, upon investigation, that institutes, or schools for teachers, should be placed on the same basis with schools for pupils. We have belonged for nearly ten years to an institute established by law, and, as far as we can see, every desirable result is gained, for good attendance, real work and improvement are secured.

Many liberally-educated men of talent, possessed of great influence, and doing a most valuable work in education, are to be found in the different college faculties of Illinois. The presence of these men in this meeting would be profitable, and the programme could be shaped in such a manner as to induce them to take part in our proceedings. The young men of the state, desiring a higher education, should receive it at home, if possible. The youth of Massachusetts, for obvious reasons, are taught there, and not in England. Plans for fostering our own colleges should be devised; and we know of no place where this can be done better than in this Association, which should afford an opportunity for considering the whole educational field, in order that our growth may be symmetrical. A meeting of College Presidents and Professors was held last summer. If the proper course were taken, there would be no need of such a meeting. The common schools are of the first importance: but all classes of educators have a right to a place on this floor, and those who arrange the affairs of the Association should see to it that none are deprived of advantages that ought to be common to all.

At the last meeting it was proposed that the First-Grade Certificate should be given by the Superintendent of Public Instruction, and that County Super-



intendents should issue second- and third-grade certificates. The proposition was not thoroughly discussed, and did not meet with the approbation of a majority of those who voted on the question. We still think that something of the kind should be attempted, and will endeavor to give some reasons for this opinion. The State Diploma is a life certificate, and is really the first grade issued under the present law; but, practically, it does not realize the expectations of those who desire to see teaching in our state regarded as a profession. The name is objectionable. It is called a diploma, a term that, like the word professor, has been very much degraded in the United States. If it were styled a first-grade certificate, and County Superintendents were only allowed to issue second- and third-grade certificates, this paper would at once become valuable. School-directors, no matter how illiterate, know the meaning of No. 1. Hundreds of our best teachers would then come forward and secure the certificate, knowing it was not an empty honor alone, but that its possession was worth something in a pecuniary point of view. A No. 1 certificate, at present, has a variety of meanings, depending upon the locality. In the northern part of the state there are more good schools, teachers and school-officers than in the centre and south. In our own section these certificates remind us of the wildcat bank-paper, which was good, bad, and indifferent,—generally bad, however. A No. 1 certificate ought to be as good in the southern portion of the state as in the northern, and should be available in every county. We propose the following plan,—not as the best, but being convinced that some such scheme is practicable, and, if adopted, would meet the approval of all competent teachers.

Let the Superintendent of Public Instruction appoint a sufficient number of examining boards, composed of men in whom he has confidence, and sworn and under bonds to carry out the provisions of the law. These boards could meet in July, at as many points as may be deemed necessary. It might be ordered, also, that such a board should meet whenever and wherever a sufficient number of applicants could be assembled. The same set of questions could be opened, at the same hour, at the several places, and the examinations continued from day to day until finished. When the examination was closed, the papers should be sent, under seal, to the office of the State Superintendent, there to be examined and graded by persons competent to perform this duty. Such men could be easily obtained in the summer vacation, at a cost comparatively reasonable. The certificates of successful candidates would thus reach them without delay.

Several advantages would result from the adoption of a plan similar to the one we have detailed. Professional teachers, worthy of the name, would be placed in a class by themselves, and receive the rewards which belong to them alone. Good qualifications would then be secured in every part of the state. At present, the standard adopted in examinations is determined, to a great extent, by the attainments of the majority of the teachers in the county; and if they are generally deficient, the Superintendents are driven to accept persons who should be rejected. Finally the State Diploma would become a practical benefit, because it would have a pecuniary value. Whether there is any merit in what is here offered is for you to judge. We thought the State Diploma worth having, and stood an examination and received one, and desire very much to see such steps taken as will result in the majority of live teachers in Illinois holding similar views with ourselves.

A penitentiary is to be established in the southern part of the state. To supplement this institution, we recommend the location of a Normal School in that section. Observe, we are in favor of a Normal School, and not a Normal University. We are opposed to the ordinary western diplomas and universities; and every one agrees with us, we think, who knows the meaning of a diploma from Yale College, or the value of the course of instruction in Michigan University. We hope to see, in due course of time, a real university in Illinois, granting real diplomas to her graduates. Several good arguments were used in favor of the reformatory institution, and most of them would doubtless apply to the Normal School. It may be urged that one normal school is sufficient for the state, that there are other things more urgently needed, etc. The question is, Would the teachers in that part of the state receive enough benefit to justify the founding of another school? Do the teachers there need the training of such a school? Our large cities have normal schools of their

own, and why? Because they want the teachers educated on the ground where they are to work, and in numbers sufficient to supply the demand. The City of Boston has a normal school to train her teachers, although there are four other good normal schools in Massachusetts. The Boston School Board know that the supply from these schools would be inadequate, and hence their action. What is true of Boston is true of Southern Illinois. The teachers are needed there, and badly, too, and unless trained in that section, they will not be obtained. Another school in the north would soon follow; and if both were put into operation immediately, the money would be most judiciously expended, and none too many good teachers would be educated.

Reform Schools are no longer an experiment, since many years' trial, both in this country and in Europe, has proved them a blessing. They are found, however, only in large cities, where liberal men, influential through the power given by talent and wealth, being forcibly impressed by the terrible effects of neglect upon children, inaugurated and carried forward to completion these schools, which to-day stand as proud monuments of their founders. It is curious to observe how much there is ennobling in our civilization which originated in cities. In all such schemes of philanthropy as that of which we are now speaking, history is repeating what was achieved for the suffering and down-trodden, the victims of tyranny in Europe, hundreds of years ago. Liberty owes much of its existence to those who inhabited cities at the dawn of modern civilization; and the fact that their power was wholly due to combined intelligence makes the lesson one of great importance. As men have combined in many large cities, and we are happy to say our own metropolis also, for the education and elevation of the helpless and degraded, so we would have the power and influence of the humane in our smaller cities and large town concentrated for good, since there we find hundreds of youthful offenders, and those whose home influences are bad, needing such a course of training as is only afforded in a Reform School. To provide for this want, one or more such schools ought to be established by the state. If these children could be removed to such an institution, and there taught the elements of a good education and a useful trade, would there not be enough citizens saved to the community, and destruction of property prevented, and crime diminished, to repay the expense of the undertaking a thousand-fold? Would not such assistance to those who have no protector but the state accord well with the glorious record of Illinois in the field and the cabinet, and add still greater lustre to the renown she already possesses?

A word may be said about the time of holding the meetings of the Association, which has always met, we believe, during the holidays. This season is generally inclement, and the time unsuitable for many. The reason for holding the meeting at this time was formerly very good, because most of the teachers were from the East, and as soon as their schools were out, they wished to go home and spend their vacation with their friends. This is the only reason we know of for continuing to meet at Christmas. If at present the majority are identified with the state and have homes here, we think the time might be changed to a more pleasant season, when there will be no danger of detention caused by snow-bound trains. Some of us would much prefer spending Christmas at home. There are the things that Santa Claus brings to the little folks to be looked after. We were fortunate enough last year to see what he had done: this year will find us, much to our dissatisfaction, at a hotel far from home. If a decided majority of those who attend this meeting are favorable to a change of time, we believe no evil would result from appointing the next session during the fall or summer. To sanction such a movement would require almost a unanimous vote; and that would decide the question correctly, as it is not necessary to consult those who take no interest in education and are never present. We would like to hear an expression of opinion on the subject, so that we may bear with more patience the evils incident to meeting at this season, if it must be done to secure an attendance.

All that we may achieve in our discussions and deliberations here, and in city and county institutes at home, and all our efforts in our school-rooms, although these may be both arduous and earnest, will seem inefficient, when we consider the disorganizing elements of society, and the heterogeneous materials of which it is composed. The sources of corruption and decay at war with our advancement as a nation should be noted, and their evil influence



checked and removed. The community, like the individual, is slow to perceive these inherent evils. There are at this moment many destructive agencies, of great magnitude, preying upon the nation's heart, quite unnoticed by the great mass of the people. Prominent among these may be reckoned political degeneracy and corruption, upheld by the press, which should be pure, and party spirit, which is wielded unscrupulously by the demagogue to advance his own selfish interests. Dishonesty in private life is not branded as it should be, and theft of enormous sums by a contractor, or a big steal by a man who has been elected to make laws and sworn to obey the statutes of the state, insures to the public robber a first-class position in American society; and with good reason, too, because wealth, and not worth, is the standard generally adopted. Other crimes, many shades darker than theft, and as prevalent in our country, might be mentioned, and shown beyond a cavil to exist. It will be conceded by all that to perpetuate a republican form of government requires the predominance of such principles as were possessed by the men of New England a hundred years ago. Contrast society throughout the land now with the inhabitants of Massachusetts and the adjoining states at that period. The majority of the citizens in those days feared God and kept his commandments. The wisest of men declares this to be the whole duty of man, and it undoubtedly is the keystone of all true liberty. Enough of this sterling old-fashioned belief in God and the right, which gives undaunted courage to the heart, was left in the day of trial, to maintain the Constitution and the laws against all opponents, whether domestic or foreign. Now and then a voice is raised in opposition to the wrongs to which we have alluded; but, like the sinner's conscience, it is unheeded. It is expected that the teacher will aid in inculcating sound morality; and in the late struggle for the maintenance of law and justice, the most momentous of modern contests, we rejoice to say that teachers, with few exceptions, proved true patriots. The foundation on which our government rests is laid in the virtuous principles of its citizens; but knowledge must accompany and always does accompany a disposition to do right. The statistics of ignorance of our state, even among teachers, call loudly for all the power that can be brought to bear upon this ancient ally of crime, anarchy, and despotism. We are marshaled here to-day against this great enemy of our race, and can view with complacency many advantages that have been gained, and with hopeful hearts stand ready to renew a battle in which the right, under the providence of God, is sure to prevail. It is interesting, also, to notice, in this connection, that those who wish well to their country, and are striving to assist in all true progress, have learned with pleasure, from the late lessons spread before the world, that excellence in those physical and mental qualifications which fit the soldier for success on the battle-field is certain to be found where knowledge and virtue are combined.

The pertinence of these reflections will be admitted, when we remember that the civil war of Marius and Sylla was soon reproduced in the contest in which the liberties of Rome were overthrown, and that history shows that, sooner or later, our sun is to go down in darkness, and our nationality to be numbered on the rolls of the dead. It is only a question of time; but as the youth, by heeding the advice and wise counsels of his parents, avoids the rocks on which many are wrecked, and finally reaches an honored old age, so our government may, by keeping the fixed, unchanging laws of human existence, stand for centuries yet to come, a wonder and a blessing. As the exponents of knowledge, we may with profit be reminded of our responsibilities, and thus stimulated to further, and if possible successful, exertions; and a word or two going to show that we are not idle spectators of a pleasant scene, but actors in a deadly strife involving all that is dear in this world, will not, we trust, prove wholly useless.

Hoping that some of the results that we deem so desirable may gladden our recollections in days yet to come, when, perhaps, we have given way to younger and better men, let us now enter upon the business which has brought us together.

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[We expect to give the list of names of members present at the meeting in our February number.—PUBLISHER OF TEACHER.]

THOUGHTS ON PRIMARY INSTRUCTION.\*

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THE subject assigned is a hackneyed one; but, in the language of our State Superintendent, "Old truths need often to be restated and reargued. Radical distinctions, unless frequently reëffirmed, lose the clearness of their original demarkation, and the strongest convictions gradually fade from the minds of men, unless the supporting evidence is occasionally presented afresh."

This truth stands good in reference to holding up to public condemnation the sins of lying, stealing, profanity, and murder. This has been done ever since the days of Adam, and the battle will be waged between right and wrong until the latter is obliged to hide its head in shame and confusion. Let us, then, consider patiently, for a few moments, some of the good and bad methods of primary teaching.

The great practical mistake made by our teachers is in cramming the minds of children with that which, in effect, amounts to arbitrary abstractions. In thousands of instances, the first thing offered to a child is that (to him) indigestible mass known as the Alphabet. As well might we expect to nourish a child's body by giving him saw-dust for dinner, as to expect to nourish his mind with such mental pabulum. If any one has doubts in regard to the depth of the Egyptian darkness through which the child has to plunge, let him recollect the darkness which surrounded him when he learned the Greek Alphabet, aided by the strength of manhood and the light of reason. After the alphabet has been disposed of, other dainty bits are thrust into the child's mind,—such as bla, ble, bli, blo, blu, bly, kra, kre, kri, kro, kru, kry. Next in order come what are supposed to be easy words,—such as cyst, woad, veer, deem, bulb, fraught, yacht, chicane, caitiff, inane, purvey, on to lu-gu-bri-ous, nu-ga-to-ry, hy-pot-e-nuse, hyp-o-chon-dri-ac, ob-liq-ui-ty, cen-trif-u-gal, am-phib-i-ous, me-te-or-ol-o-gy, an-ti-trin-i-ta-ri-an, val-e-tu-di-na-ri-an.

What must be the effect produced on the mind of a child, while plodding his weary way through this Erebus, without one ray of light to cheer him! It is simply another proof of the immortality of the soul, that the tender mind can be subjected to such a strain and grind, and yet survive it. The body could not sustain it forty-eight hours. Again and again is the mind of the child hurled against these verbal Gibaltars, only to recoil, stunned and defeated. This is no fancy sketch. Many parents and, I am sorry to say, many teachers, insist that a child should 'go through the spelling-book' before learning to read simple words which he can comprehend. Parents will sit with

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\* Read at Convention of County Superintendents, by T. R. LEAL, County Superintendent of Champaign county.

staring eyes, and mouth agape, while their children are spelling column after column of words, the meaning of which is to them a sealed book,— words which they will, perhaps, never have occasion to use. But, says one, the child can understand and use these words when he grows to be a man. As well might the child be clothed in the garments of manhood, in order to add strength and symmetry to his body. I tell you, gentlemen, if one-fourth of the time spent in teaching us spelling had been spent in teaching us the meaning of some of the words, we should all know more than we do to-day.

Again, all dragging and drawling tones result from vicious teaching. They are unnatural, and can not be acquired without severe training. The persevering effort required to teach a child to whine and drag his tones would, if directed aright, make him a good elocutionist. The child drags on in this way, until at last, showing more wisdom than his teacher, he becomes ashamed of his bungling, and corrects himself. The way to remedy these evils is to treat a child as a reasonable being, and not as a warehouse; to awaken and stir him up to active thought, in stead of filling his mind, like an old garret, with odds and ends, some of which may possibly be used in years to come. In stead of commencing with the alphabet, give the child words to pronounce which he can understand. Teach him to pronounce them at sight. Let them be repeated until they become as familiar as the face of his mother. See to it that he understands the meaning. Do not allow him to spell a word before pronouncing it, thus—J-o-h-n John i-s is i-n in t-h-e the t-u-b tub. Spelling produces the dragging tone, from the fact that the eye rests on each letter, and the tongue follows suit. Let them take the word at a mouthful, and I will warrant you against that worse than howling which we frequently hear in our primary reading-classes.

But some say this word-method is a new notion: old teachers, and those who have been successful in the profession, never use it. This is a mistake. Besides being the only natural method of teaching our language, it is the oldest in the world. God spake to Adam: parents have been speaking to their children ever since. When a child sees a wagon for the first time, and asks what it is, his father does not spell it out to him by saying tongue, wheel, axle, box, wagon: he is taught to call it wagon at once, before he knows the difference between the box and the wheel. It is only when we teach children to read from a book that we use the unnatural method of spelling first. Again, all teachers use the word-method, though all are not aware of it. They are obliged to, from the fact that the child can not pronounce a word after he has spelled it, until the teacher tells him what it is. There is no more analogy between the names of the letters in the word boy and the pronunciation of the word than there is between a polar bear and a saw-mill: in other words, a child can obtain as good an idea of

the bear by examining the mill as he can of the pronunciation of the word boy by hearing the names of the letters which enter into its composition. In stead, then, of having an alphabet of only twenty-six letters, we have one of forty thousand. I repeat, then, that every teacher is obliged to use the word-method, sooner or later. Had we a letter to represent every elemental sound in the language, then there would be some sense in commencing with the alphabet. As it is, we bind the grievous burden on the tender shoulders of the child, and goad him on without mercy until he has accomplished the heartless task.

Some times the question is asked, How can a drawling style of reading be broken up, after it has been once acquired? Simply by never allowing the child to repeat it. Make him *pronounce* the words in the lesson, giving the falling inflection after every word, thus: John<sup>`</sup> has<sup>`</sup> a<sup>`</sup> white<sup>`</sup> mouse<sup>`</sup>. Drill him thus for weeks, if necessary, until he acquires full control of his voice. Keep it up as long as he shows the least disposition to hang fire. Let every word he utters exhibit sharp and distinct outlines. In spelling, let every letter be uttered with a falling inflection; also, every sound in Phonic Analysis. Besides ridding the school-room of this pest, it will have a tendency to correct that precipitancy in reading which frequently results from bashfulness.

Classes in Teachers' Institutes are not drilled sufficiently on primary reading. The higher grades of readers are almost invariably used, to the exclusion of the primary readers; or, what is worse, the time is used in giving a *lecture* on reading, without drilling the class at all. The number of teachers who can read well in the first reader is astonishingly small, and the number who can teach children to read as they should is alarmingly smaller. They are astonished when you tell them that they should study these primary lessons before exercising their classes. They seem to think that, if they teach children to pronounce the words correctly, their work is done, and that they can be 'polished up', as they call it, when they take the higher readers. They seem to forget that this course of instruction renders the surface so rough that it will scarcely receive a polish. The utmost care should be taken to cultivate proper tones while the voice is flexible, and not to wait until it becomes stiff and almost uncontrollable.

I know of no harder work than teaching a class of adults to read. You might almost as well try to teach a crow to sing, or instruct a donkey in thorough-bass. The physical and mental labor required of the teacher is intense. Visit the Normal School when a new class of teachers is under a drill exercise in reading. Listen to the ringboned, spavined, foundered and wind-broken voices which the teacher is laboring hard to cure, and then pass down to the primary department of the Model School, and see children trained up in the way they

should read. Witness the ease and promptitude with which they imitate every tone of the teacher at the first trial, and I think all will see the vast importance which attaches to a thorough cultivation of the voice while young.

In cultivating the voice, the elemental sounds of the language (the very quintessence of Orthography) should be thoroughly taught. What is thought of the music-teacher who fails to drill his class on the seven elemental sounds in music? He is considered a quack, and is soon driven from the work. There are upwards of forty elementary sounds in our language; yet there are many teachers who ignore them entirely. Teachers present themselves for certificates, with college-diplomas in their hands, who can not utter separately the sounds in the word *man*, to save their lives. They have been taught, either by precept or by example, that it will not do to spend their time on such trifles. In many cases, when a young lady has learned to produce discordant sounds on the piano, to draw two objects so that their respective shadows point toward each other, to pronounce the words logarithms and conic sections, to speak vicious French and unpardonable German, she is pronounced by her Alma Mater to be amply qualified to fill any position in that *fortunate* society where her lot may be cast, even down to teaching school, if she should condescend to do the work.

Many have told me that they regretted exceedingly that more of their time had not been spent in acquiring a thorough knowledge of the primary branches. They had learned, too late, that they were largely ignorant of what they were required to teach, and the once highly-prized diploma was only a source of mortification. It is hoped that the time may speedily come when the teachers in these schools will prove themselves to be wise master-builders, workmen who need not to be ashamed.

Allusion has been made to the use of the spelling-book in the primary department. It is a great stumbling-block, and should never be placed in the hands of a child until he has passed through the third reader. What! says one: will you not teach him how to spell? By all means, teach him how to spell. Require him to spell all the words in the three readers. Ask him to spell words in the Arithmetic and Geography which he studies. Let him write them on the blackboard. By this means he will be obliged to notice the construction of words closely, and learn to spell a large majority of the words which he may have occasion to use through life. Let the drill be especially thorough on such words as sure, which, tongue, field, sieve, debt, February, twelfth, parallel, inflammation, business, etc. Write lists of such words on the blackboard, and dwell on them until they are thoroughly mastered. A vast amount of time is wasted in requiring children to spell again and again words with which they are perfectly familiar,—such as boy, dog, cat, rat, pig, etc. The word boy is spelled one hund-



red times where the word tongue is spelled once. Attack the strongholds with energy and determination, and do not flag until they are taken; but be careful how you waste your time and energy in harassing your captives.

A few words concerning Arithmetic. Enough time is not given to teaching children to read and write numbers. The utmost carelessness is practiced in writing numbers. Examine the work on nine-tenths of the blackboards — high schools included, and what wretched apologies for figures meet your eyes. The sight of these caricatures would be enough to drive a Hogarth or Punch frantic with jealousy. Teachers in many cases set the example. Many who can write letters well fail when they write figures.

Again: as soon as children can add two or more numbers, by counting their fingers or marks on their slates, they are hurried on to something else. When working in Division, they are obliged to cling to the written multiplication-table with a desperation only equaled by the grasp with which a drowning man holds to a plank. This is all wrong. See to it that the figures are well formed. Correct a child when he writes an ill-shaped figure as promptly as when he makes a mistake in addition or subtraction. Drill him on Addition till he can perform the work correctly and promptly. Pupils never grow too large for this work. Train them until they are as large as Goliath, if necessary. A great share of the business transactions in life are in addition; yet how few, even of our business men, are good accountants. In teaching this part of Arithmetic, the old maxim, 'train a child in that which he will have to practice when he becomes a man', is lost sight of. See that the multiplication-table is mastered, and there will be little trouble in Division. If we hurry over these points, we only subject the pupil to the necessity of perfecting himself in these particulars after he leaves school. The merchant, for instance, wants a clerk who can write figures legibly and add correctly. Many boys have failed to get good positions from the fact that they could not write figures well. I shall never forget an incident which occurred when I was quite young. I applied for a position in a store. The merchant was a first-class business man. He took me to his office and questioned me for an hour. All was highly satisfactory, so far. He then told me to step to the desk and write the numbers which he dictated. I did so. He looked at the paper. "Why, my dear boy," said he, "I ca' n't have such figures as those on my books. Your teachers have neglected you. I am sorry." You can imagine my feelings toward those teachers. Let us insist on more thoroughness in these particulars. Let us make haste slowly.

But this paper is already too long, and I must close, though very many important points have not been mentioned.



O R D E R .

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No person has any adequate conception, previous to experience, of the bewilderment experienced by most young teachers in their first attempts at managing a school-room. They enter upon the task full of enthusiasm, yet with a certain shrinking. They mean to avoid the faults they have noted in the schools they have attended or visited, and to keep their room in a model condition. But, alas, they generally find it slipping, as it were, through their fingers, and that, somehow, their greatest efforts prove futile to stem the disorder that creeps in. They are conscious there is something wrong, and this very consciousness makes them worried and heated, and then—as all experienced teachers know—the scholars are worse than ever. It seems to us that a few words of experience may not be amiss.

In the first place, let every one remember that, in a great degree, the power and tact of governing and managing a school-room are to be acquired. There are a few persons who have a natural power in this direction, but generally it is not so. Washington's very presence was a command, and no one dared trifle before or with him, or disobey his orders. But we are not all Washingtons, and the world would not be a very pleasant one if we were. The most of us have no imposing presence, no stern look, no piercing glance; we are only ordinary mortals. Let the young teacher remember this, and set himself to learn. We believe that, by proper effort, nearly every one can become a reasonably good disciplinarian.

One great reason of failure lies in the lack of a clearly-defined conception of the end to be attained: in other words, of what is desirable and possible. There is a general feeling that it comes by 'knack', and so there is not thought enough bestowed upon this. Let a person, then, settle in his mind what he wants, and then set himself deliberately to secure this. Military discipline is one thing, that of the school-room another. If you desire, young teacher, military discipline, you can have that. Take military tactics: drill first the raw recruit, then in squads, then in companies.

One thing at a time is a golden rule. A great difficulty that we have always noticed with young and ardent teachers is that, at first, they *teach* too much. They get animated and eager before their class, and lo! the rest are full of all tricks, taking liberties, and cutting antics that none but a child at school can conceive. Now it is much better, for the first week or two, to teach only sufficiently to get along, and to give all your attention to the order and discipline of the room. Do not lay down too many rules. The presence of a rule sometimes prompts to transgression. Better a few rules, well enforced,

than many neglected. Whatever rule you do lay down, be sure and persevere in it, unless you openly revoke it. It seems to us, from much experience, that here is the *pons asinorum* of many teachers, and especially of beginners. They lack perseverance. They begin a certain plan, or lay down a certain rule, full enthusiasm; but, after a day or a week or a month, they forget all this, and they cease to watch and to enforce. Pupils soon learn this characteristic of their teacher, and calculate upon it.

It is well known that many of our volunteer officers in the late war failed in discipline. The difficulty, in most cases, lay just here: there was no systematic perseverance. The colonel would suddenly rouse up to a sense of the necessity of good discipline in camp and cleanliness, for instance, and issue his commands. For a day or two, while the command was new, it would be carried out; but, it being generally understood that it was only one of the colonel's flurries, gradually it would be neglected, until all was as bad as before, only to be changed by another order and another spasmodic effort. Of one thing be assured: bluster and fuss, loud talk and threats, do not contribute to order. Govern yourself first, and then your pupils. Quiet tones — not threatening, not defiant, and, be very sure, not coaxing — are the true ones. If the pupil sees you calmly self-reliant, he will very rarely face you: it is when he detects the cowardice and indecision hidden under bluster and threats that he takes courage.

Young teachers also often err in their manner of intercourse with their pupils. Some put on an air of assumption and dignity, which, to the young mind, is very repellant. They may have been, previous to becoming teachers, familiarly acquainted with many of the pupils. There is that now in their tones and manner, as they address them, that immediately excites their ridicule, and all their love of mischief. Others err by too great levity, and familiarity of manner. They lack dignity as much as the others abound. You will find the pupils of such ready to burst into a laugh at the slightest opportunity, taking good care to exercise their lungs well, while often the teacher looks on in helpless despair. In stead of gathering up the threads, *one* by *one*, it is all such a tangle to him that he can not unravel it.

Let us repeat: Good order is essential to good work in the school-room. While there is a difference of opinion as to the degree of order to be desired in a school, all agree that there must be *good* order. Nearly every person can attain this; if not, he is unfit for a teacher. It is not attained by bluster, nor always by punishment, but by quiet perseverance, directed to that end, with this purpose in view. To secure it, sufficient time must be taken from teaching. The principle holds true in all business. The teacher must also be decided, not changed by every passing breeze. If teachers keep these thoughts in mind, and act upon them, we believe there will be much less whipping

in school than at present. We are an earnest believer in the right, the duty, and the necessity, of punishment; but in too many instances such punishment is but the legitimate result of the teacher's carelessness or inefficiency. But enough. Young teacher! we expect you to see to the discipline of your room, and not to rest until you have learned to govern.

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## OFFICIAL DEPARTMENT.

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DEPARTMENT OF PUBLIC INSTRUCTION,  
SUPERINTENDENT'S OFFICE, *Springfield, Ill., January, 1868.* }

### POWERS OF SCHOOL DIRECTORS—IMPORTANT JUDICIAL DECISION.

It affords me very great satisfaction to bring to the notice of public school boards and teachers, throughout the state, the following opinion of the Hon. James Steele, Judge of the 27th Judicial Circuit, as embodied in his instructions to the jury in a suit arising from the removal of a pupil from a public school, by order of the directors, for failing to comply with a regulation of the board in relation to the absence or tardiness of scholars. The opinion is most timely and valuable. The principles governing the relations of pupils and their parents, or guardians, to boards of school directors and the teachers or superintendents employed by them, are most clearly and ably stated by the court, and must command the assent of all reasonable and reflecting persons. In thus affirming the power of directors, under the statute (School Law, 1865, § 48), to make and enforce such rules and regulations as the interests of each school, as a whole, demand, including such requirements as are necessary to check the great evils of absenteeism and tardiness, and thereby correcting prevalent errors upon those subjects, Judge Steele has rendered a service which the friends of common schools, every where, will not be slow to recognize and appreciate.

The case is as follows:

DRUSIE E. BROOKS, by her next friend, etc.,	} October Term, 1867. Coles Circuit Court.
<i>vs.</i>	
S. H. NESBIT, ISAAC WINTERS, W. W. FISHER, and BURR LEWIS.	} Trespass.

This case was tried at the October Term, 1867, of the Coles County Circuit Court, before the Honorable James Steele, Circuit Judge, and a Jury. The finding of the jury was in accordance with the subjoined instructions, which

were given to the jury by Judge Steele, at the instance of defendants' counsel, Messrs. Connelly & Tirrell, of Charleston.

The case was as follows:

In December, 1866, the plaintiff, a girl of about ten years of age, was living with her parents, in the City of Charleston, and was a pupil, in the Grammar Department, in the public schools of said city. The defendants Winters, Fisher and Nesbit were the School Directors, and Burr Lewis was Superintendent. The directors, some time previous, had made a rule in relation to tardiness, which was publicly announced to the several departments of the school by the Superintendent, Lewis, at the beginning of the Fall Term, 1866, — the plaintiff being present and hearing such announcement. This is the rule:

"Any pupil who shall be absent or tardy shall be required (the next time he or she comes to school from home after such absence or tardiness) to present to the teacher a written excuse or statement from his or her parent or guardian, showing, to the satisfaction of the teacher, that such absence or tardiness was caused or occurred with the knowledge or consent of the parent or guardian, and also showing the length of time such pupil was so detained, or permitted to be absent by the parent or guardian."

In the latter part of the Fall Term, 1866, the plaintiff came to school tardy, and on returning to school the next time, from her home, failed to bring the written statement required by the rule: whereupon she was sent home by her teacher to get it. The child returned presently, without it, and informed her teacher that her "father would n't write it for her, and would n't let her mother write it."

The matter was at once brought to the attention of the Board of Directors, by the Superintendent, and they directed him to send the child home again, and to send with her a note to the father, requesting him to furnish the written statement required. This the Superintendent did. The father sent the child back to school, ordering her to take her place as usual, and not to leave the school unless forcibly ejected; and sent word to the Superintendent by her, that, while he admitted the right of the board to make rules to govern his child in school, yet that they had no right to make a rule that would in any way affect him, and that he, therefore, would not furnish the written statement required.

This being laid before the Board of Directors, they ordered the Superintendent to suspend the child from the school until the written statement should be furnished, and in case she refused to leave the school-room, to put her out, with such force as might be necessary, which the Superintendent accordingly did; and for this alleged trespass by the Superintendent and Directors, the father caused his child to bring this action against them. The defendants plead the foregoing rule in justification of their acts in the premises, and the plaintiff denied the power of the Board of Directors to make the rule; and upon this, substantially, the case was tried.

The following are the instructions as given to the jury, by his Honor, Judge Steele, on behalf of the Directors and Superintendent:

1. The Directors of a school-district are authorized by law to adopt and enforce all necessary rules and regulations for the management and government of the school or schools within their district, and to suspend or expel pupils from such schools for disobedient conduct; and while it is true that the law secures to every child, of proper age, the right to attend and receive instruction at our public schools, yet that right must be so exercised, by each particular child, as not to interfere with the full enjoyment of the same right by every other child. No child can be said to have an exclusive right to attend our public schools, but all children, of proper age, have a common right to attend them, subject, however, to such necessary rules and regulations as the directors of each school may see fit to make; and if the parents of any particular child see fit to make rules and regulations for such child which shall conflict with the necessary rules and regulations made by the directors for the government of the school where such child has a right to attend, then the necessary rules and regulations, so made by the directors, must govern; and if such child, while in attendance upon school, persists in obeying the conflicting rules so made by its parents, and thereby disobeying the rules so made by the directors, the latter have the right either to suspend or expel such child from the school.

2. It is true that parents have a paramount right to control their children, and to make such rules for their government as they may deem necessary; but if parents desire their children to enjoy the benefits of our public schools, they should not make such rules for the government of their children as will compel the children to disobey the necessary rules and regulations made by the directors of the school where such children have the right to attend.

3. If a rule made by a board of directors is a reasonable one, and is calculated to improve the schools, and secure punctuality and promptness in the attendance of the pupils, then the directors are exercising their lawful powers in making such a rule, and they have the right to compel obedience to such rule, by all pupils attending the schools in their district, and to sus-

pend or expel any pupil who may refuse to obey such rules, provided such suspension may, in their judgment, be necessary for the welfare of the schools under their control.

4. If a board of directors, in the lawful exercise of powers conferred by law, expel a pupil from their school, and the scholar so expelled refuses to leave the school-room, and persists in defying and disregarding the just and legal authority of the board, such pupil may be ejected, by force, from the school; and it makes no difference whether this defiance and disregard of the authority of the board arises from the pupil's own wilfulness and stubbornness, or from orders or commands given to such pupil by his or her parents.

5. In determining whether the rule in question in this case is a reasonable and proper one or not, the jury are to take into consideration all the evidence; and they are instructed that, in matters of this nature, the evidence both of experienced teachers and experienced school-directors is competent to be considered by the jury.

6. Before the jury can find for the plaintiff, they must find, by a preponderance of evidence, that either the said plaintiff was not tardy in her attendance upon the school, or that the said rule concerning tardiness was unnecessary; and in weighing the evidence, the jury should take into consideration the age and character of the witnesses, their comparative means of knowing what they testify about, and their interest in the case.

7. And finally, if the jury believe, from all the evidence in the case, that the defendants Winters, Fisher and Nesbit were directors of the school at which the plaintiff Drusie E. Brooks had a right to attend; and that said directors made a rule for said school in relation to tardiness of pupils, and that said rule was a reasonable and proper one, and that it was announced to the said Drusie, either by said directors or by a teacher of said school under their direction and authority; and that, after being so informed of said rule, the said Drusie persisted in disobeying and disregarding it; and that for that reason the said directors ordered a teacher of said school to suspend or expel said Drusie from said school; and that such teacher did, accordingly, suspend or expel said Drusie; and that said Drusie then refused to be or remain so suspended or expelled; and that the directors then ordered a teacher of said school to remove her therefrom with necessary force, and that such teacher did, then, in obedience to such order, eject her from such school, using no more force than was necessary; and that these are the only acts complained of by the plaintiff;—then the jury should find for the defendants—provided they believe, from all the evidence, that said rule was reasonable and proper for the management of said school; and the jury are instructed that the fact that the parents of said Drusie were either ignorant of the existence of such rule, or refused to furnish her with a written statement or excuse required by such rule, can furnish no excuse to said Drusie for disobeying or disregarding it; for, if she knew of the rule, it was her duty to inform her parents of it, and it was then the duty of the parents to enable the child to comply with the rule, by furnishing for her the excuse or statement required of them.

NEWTON BATEMAN, Supt. Public Instruction.

## EDITORIAL DEPARTMENT.

### EDITOR'S CHAIR.

TO THE READER:—A year has passed since we first saluted you, Dear Reader, from the chair editorial: and again we send out our greeting, and wish you, one and all, A Happy New Year. To us all the year that has now left us has been one of joy and sorrow, of struggles and failures, partial successes, resolutions formed, too often, alas! to be broken; but we trust, after all, it has been one of progress upward and onward. For all over the earth there is progress. Science is advancing, darkness is diminishing, thrones are tottering, and the people are rising to a better and truer knowledge of their rights and their duties. We venture to affirm that in no one thing is there, and has there been, greater progress than in our own calling. People are getting restless under incompetency and shallowness, and are demanding that those who *teach* shall themselves be *taught*. It behooves us, then, to see to it that *we*, each and all, are not left behind in the onward march.

What shall the year 1868 be? Shall it not see us truer, nobler, and better, than the year 1867? Shall not our work, our impress upon the facile minds



committed to our care, show that we appreciate the grandeur of our calling, and that we are inspired with the true teacher's enthusiasm?

As for ourselves, we must confess that we have come far short of our ideal in the management of our journal. Yet we feel thankful for the success our efforts have met with, and the general favor with which the Teacher has been received, as evinced by its large and growing subscription-list. We can only promise to use our best endeavors to make the journal better for this year than for the past. We have the promise of the assistance of many of the ablest members of our profession, not only in this state, but in others. The State Superintendent will continue to make this his official organ. In each number something may be expected from some one of the Faculty at the Normal—over his own signature,—upon methods of teaching, etc., constituting in fact a Normal Department. The Mathematical Department, as a distinct one, has been dropped, but mathematical and scientific articles will be published as heretofore. It is the strong desire of the publisher and editors to make the Teacher not only one of the best, but the best school journal in the country. We ask all to aid in this matter. Make the journal more largely a medium of communication between teachers, and between the people also. We all need to know what others are doing. We learn by experience,—not alone our own, but others' also. Give us your experience, then. Send us also news items, school statistics, monthly reports, reports of institutes, etc.

It is no easy matter to edit a school journal aright, and to meet the various tastes and wants of subscribers. The journal must not be for the young school-teacher alone, nor for the common-school teacher merely: it must meet all wants. Remembering this, we shall, while giving the larger space to practical matters relating to the common school, endeavor to secure articles for those of higher culture also, and at least point the way upward.

MEETING OF THE STATE ASSOCIATION.—The meeting at Galesburg was the largest one held for years, if not the largest ever held in the state. More than 600 teachers were present, while the citizens crowded the large hall day and evening. The arrangements made by the committee of the people were excellent, and their hospitality unbounded. More than 400 persons were furnished with entertainment, besides those who were entertained by friends or who stopped at the hotels. The good people of Galesburg deserve and receive the heartiest of thanks from the teachers for their hospitality. The programme was a good one, and, with one or two exceptions, was thoroughly carried out. The exercises were of a high order, and every one felt more than repaid for the trouble and expense of the trip.

HOW TO WRITE FOR THE TEACHER.—Many teachers—especially young teachers,—being unaccustomed to write for the press, neglect two or three little things, which we will put down for their remembrance.

1. In the first place, write only on one side of your paper; otherwise, it is very apt to go into the waste-basket.

2. Write a good, plain hand, without extra flourishes, and not too fine.

3. Have something definite to say, and say it. Fine writing is generally at a discount. Make no preface: pitch in, and give your argument, your fact, or your experience, in the fewest and most direct words.

4. Look over what you have written, and any passage that appears to you particularly fine run your pen through remorselessly. Strike out all words which are not needed, all polysyllabic words, and put in plain, common words.



5. Pay particular attention to capitals and to spelling,—especially the spelling of proper names and technical terms.

6. When sending reports of institutes, do not think it necessary to report every motion made and who it was made by, nor what each person said—unless it was something of general interest, nor who conducted each exercise, nor a long string of resolutions—unless they also are of general interest. What others want to know is, how many teachers attended the institute, the interest manifested, the programme as a means of comparison, the teachers and lecturers, and the results attained.

THE MICROSCOPE.—We know of nothing more wonderful than the revelations of the Microscope. Every school and every teacher should possess this instrument, as an awakener of curiosity, and as a teacher of the wonders of creation. As an educator it is invaluable. The high price of good instruments and the training and skill needed for their use have made them an article of luxury for the high school and the college, rather than of necessity for the common school. But this need be so no longer. We call attention to the advertisement of the Craig and Novelty Microscopes, in our advertising pages. We confess to much scepticism respecting the value of these instruments, until we had a fair trial of them. We compared the little \$2.50 Craig with a \$25.00 instrument which we have, and the Craig has more power, with fully as good definition. The Novelty is very good for insects, plants, and opaque objects, and any teacher may be assured of satisfaction with these instruments, *if he knows what to expect*, and how to use a microscope. Besides, the Craig is more easily adjusted than other microscopes.

KANSAS.—We have watched with much interest the educational movements in Kansas. To those who remember that only the other day there was the fierce struggle of the border-ruffian warfare, it seems wonderful to read of colleges, normal schools, and all the educational apparatus of the older states; but so it is. Her educational journal is ably edited, and the Normal School at Emporia—under the management of graduates of our own institution—is taking a high stand, and doing good service in the cause. The course of study is for three years, while a model department attached gives opportunity for witnessing the best methods of instruction and for practice in actual teaching.

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### PERSONAL.

MARRIED.—At the residence of the bride's parents, in Elgin, Dec. 20th, by Rev. W. D. Atchison, W. H. BRYDGES, Principal of the High School, and Miss ELLEN A. SMITH, daughter of Roswell Smith, Esq.,—both of Elgin.

—In Danville, Dec. 22d, by Rev. C. P. Felch, Prof. JAMES F. SPILMAN, Principal and Superintendent of the city schools, and Miss ISABELLA J. MURPHY, his first assistant in the High School.

DIED.—In Brimfield, Jan. 9th, 1868, of brain fever, MARY M., wife of JAMES M. WILEY, aged 33 years and 9 months. Previous to her marriage, Mrs. Wiley (then Miss Mary M. Brooks) had for some years been engaged in teaching,—first in the schools of Peoria, and afterward, upon the establishment of the Normal University, for four years as principal of the Model School in connection with that institution. Her literary attainments were of a high order, and she was universally beloved by her pupils and by all with whom she associated.

JAMES P. SLADE, for some years Superintendent of Schools at Belleville, has been appointed County Superintendent for St. Clair county. A better selection could not have been made.

Mr. F. F. JOHNSON, County Superintendent of Saline county, requests us to state that his postoffice address is now Harrisburg, in stead of Raleigh, as formerly.

MISS NANNIE CUNNINGHAM, after teaching with great success during the past year, has been compelled, by the declining health of her parents, to resign her position in the Decatur High School. We understand that the Board of Education unanimously passed resolutions of regret at losing her services. Miss HELEN DEAN, of Michigan, takes Miss C.'s place.

PARAN STEVENS, of Boston, has given to the High School in Claremont, N.H., \$10,000. He had previously given \$11,000 to the same institution.

HON. MARSHALL P. WILDER has given to the Massachusetts Agricultural College more than 1000 green-house and garden plants.

JOHN C. BALDWIN, on Thansgiving day, donated \$10,000 to Hamilton College, to aid its needy students.

## C O U N T Y I N S T I T U T E S .

ALEXANDER AND PULASKI.—The Teachers' Institute of Alexander and Pulaski counties held its third semi-annual meeting at Mound City, Nov. 13th-15th. The session was one of decided success, and was largely attended by teachers from both counties, and by the friends of education, generally. The exercises consisted of an examination of the best methods of teaching such branches as are usually taught in our public schools, together with discussions, essays, addresses, etc. The evening sessions were largely attended, the citizens taking a decided interest in the proceedings throughout. A series of important resolutions were passed. The meeting adjourned to hold its next session in Cairo, subject to the call of the Executive Committee.

LYDIA S. HOLLINGSWORTH, Sec'y.

EFFINGHAM COUNTY.—The teachers of Effingham county met at Effingham, Nov. 8th, pursuant to the call of Dr. W. I. N. Fisher, County Superintendent, and organized a permanent society, to be known as 'The Effingham County Teachers' Association'. The first regular session of the Association was held at Effingham, commencing on Monday, Dec. 23d, and continuing five days. Dr. Fisher presided, and conducted a daily exercise in *History*. Other drill exercises were conducted as follows: *Arithmetic*, by H. Force; *Orthography*, by C. M. Scott; *Phonics*, by H. S. English; *Geography*, by W. Wade; *Grammar*, by J. H. Boss and H. S. English; *Reading*, by Miss Lizzie Means. About thirty teachers were in attendance, and the zeal manifested at this first session of the Association was highly commendable. Able and instructive addresses were delivered during the evening sessions by Rev. Mr. Lockwood and S. F. Gillmore, Esq., both of Effingham. Essays were read by several members of the Association. A club of subscribers was formed for the *Illinois Teacher*. Addresses on the *Theory and Art of Teaching* were given by Dr. Fisher, County Superintendent. The following resolutions were adopted:

(1.) That teachers should strive at all times to teach good morals and manners, not by precept alone, but by example.

(2.) That a leading object of this Association shall be to exhibit the best practical methods of teaching the branches required by law.

(3.) That we recommend to Boards of School Directors in Effingham county that they use their influence to secure the attendance of teachers at the sessions of this Association, by giving them the time spent in such attendance, and by giving preference in employment of teachers to those who attend.

(4.) That the thanks of the Association be tendered to the Rev. Mr. Lockwood and S. F. Gillmore, Esq., for their able, instructive and encouraging addresses; also, that the thanks of the Association be tendered the Methodist choir for music furnished during the session.

(5.) That the system of Phonics, as taught by Mr. H. S. English, would remove many difficulties from the pathway to success in the art of reading.

**SALINE COUNTY.**—The teachers of this county met at Harrisburg, December 23d, 1867, and continued in session five days,—Superintendent F. F. Johnson presiding. The exercises in the various branches were conducted by Prof. Roots, of Tamaroa. The method was thorough and practical, and the many remarks and hints interspersed by the professor were very suggestive to the teachers,—*Phonics* and the *Word-method*, which were new to many, occupying a large share of the time.

**SANGAMON COUNTY Teachers' Institute** held an interesting meeting on Friday and Saturday, Dec. 27th and 28th, at the High-School building in Springfield. The attendance was very good. Hon. O. S. Webster, County Superintendent, delivered an address; Mr. Wilcutt gave an exercise in *Map-Drawing*; Mr. Wegener, a class exercise in *Geography*; C. W. Johnson, a lecture on *Object Teaching*. The question *At what time should a child commence the study of English Grammar?* elicited a lively discussion. On Saturday, Mr. U. H. Farris read an essay on *Moral Instruction in Schools*; Mr. M. Patton conducted an exercise in *Reading*; Dr. Samuel Willard gave a lecture on *School Government*; J. A. Mitchell, agent of Potter & Hammond's system of Penmanship, spoke on the subject of *Teaching Penmanship*; A. M. Brooks, City Superintendent of Schools, spoke on the subject of *Free Gymnastics*; Mr. Kennedy, of Monroe Co., upon the necessity of *The Coöperation of Teachers and Superintendents in establishing and maintaining Institutes*. After the usual resolutions, the institute adjourned, to meet the last Saturday in January, 1868.

**STEPHENSON COUNTY Teachers' Institute**, under the call of A. A. Crary, Esq., County Superintendent of Schools, held its session at Davis, from Oct. 22d to Nov. 1st. Of the 160 and more teachers of the county, 59 were present. The session was an interesting and profitable one. The election of officers resulted in the choice of A. A. Crary for Chairman, J. Hay for Secretary, and Miss Emma Hales for Treasurer. Teachers of Drill Classes: J. Hay, *Mathematics*; Carrie Darling, *Geography*; M. E. Phillips, *Grammar*. The routine of the day's work was settled as follows: A.M.—(1) Opening—Scripture lesson and Prayer; (2) Roll-call with sentiments; (3) Miscellaneous business; (4) Drill in Orthography and Reading; (5) Drill in Mental Arithmetic; (6) Drill in Geography; (7) Best method of Teaching Geography, discussion. P.M.—(1) Roll-call and sentiments; (2) Drill in Written Arithmetic; (3) Methods of Teaching same; (4) Grammar; (5) Methods of Teaching Grammar. Lectures and discussions alternate evenings. The lecturers were G. G. Alvord, Esq., upon the subject of *Physical Education*; J. S. Cochran, upon *Aids to Professional Training*; Rev. I. E. Crary, —————; Colonel Hicks, upon *Young America*. The remaining evenings were devoted to the discussion of questions pertaining to school government and the interests of education generally. In every branch great progress was made, and the usefulness of such an assembly was demonstrated by the interest manifested by every one, as well as by the fact that every one gained in discussion or drill *some* new points which are likely to be practically useful in the future. The closing features of the institute were—(1) A manuscript paper filled with noble thoughts and aspirations, with here and there a genial sparkle of wit, or a dash of fun, finely rendered by the readers; (2) The regular resolutions expressing the sense of the institute; and (3) a sociable of three or four hours, whereat the teachers and citizens of Davis entertained each other to their mutual satisfaction. It was *really* a good time, and no teacher could leave Davis with any thing but pleasant thoughts, after so profitable an institute and such hospitable entertainment.

## EDUCATIONAL ITEMS AND STATISTICS.

## OUR OWN STATE.

CHICAGO.—*Thirteenth Annual Report of the Board of Education.*—By the kindness of Hon. J. L. Pickard, Superintendent, we are in receipt of this volume of 264 pages, containing reports of the President of the Board, Superintendent, the various committees, and all statistical matter necessary to a complete history of the schools for the past year. Many of the items contained therein were given to our readers from time to time during the year. Some portions of the report possess a far higher than local interest, and we make one or two extracts. The President in his report—the most valuable ever made by that officer—speaks as follows upon the subject of salaries.

The salaries paid to our teachers, as I have already stated, are higher on the average than in any other city, save, perhaps, Boston and St. Louis; yet they should be still further increased. We can not, with \$2,000 a year, obtain the services of the very best talent, because men of marked ability can always earn more in business or in other professions. The ablest clergymen in the country receive salaries of from \$4,000 to \$8,000 a year; the most successful lawyers return incomes of from \$5,000 to \$10,000, and the best physicians earn not less than \$5,000 a year in the practice of their profession, and some much more than this. Should we expect to obtain the highest order of men as principals of our schools, with a yearly compensation of only \$2,000? A man with a family can barely live in this city, on that salary; he certainly can lay up little against the evil day when ill health may come, or when, grown old in the service, and obliged to yield to younger men, he retires from the work to which his life has been devoted.

The highest salary paid to female teachers in the graded schools, save to head assistants is \$700. Many of these teachers fill their positions as satisfactorily as any men could, and some of them better. There are few, to be sure, who are the immediate heads of families dependent upon them for support, but there are not a few who have widowed mothers or bed-ridden fathers, or helpless little brothers and sisters, who lean upon them, and whose sole support they are. And we must remember that these teachers must always dress well to present themselves before their pupils; must live in the neighborhood of the schools, often an expensive one to live in; and will have little strength, if they have time, to do other work beside the business of school-teaching. If we should double the salary of those who are thoroughly competent and deserve it, we should do no more than justice.

The Superintendent's Report shows the execution of a large amount of school work, whose influence has been forcibly felt by every teacher and pupil in the public schools. It pays a hearty tribute to the faithfulness and efficiency of 'a corps of devoted and self-sacrificing teachers'. From it we take the following statistics: Population of the city, October, 1866, 200,418; number between six and twenty-one years of age, 53,100; number of teachers in High School, 12,—8 males and 4 females; number in other schools, 305,—188 females and 17 males; music-teachers, 2; making a total of 317. The number of different pupils enrolled was 27,260; average number belonging, 16,392; average daily attendance, 15,413; per cent. of attendance, 94, being an increase of 1.1 per cent. over that of the previous year. Sixty and one-half per cent. of all the children of school age in the city was the average number belonging in school. The average number of pupils in daily attendance per teacher was, in the High School, 31; in the Grammar Grades, 57; in the Primary Grades, 60. The whole number of scholars promoted in grade during the year was 15,932, or 110 less than the average number belonging. The cost of tuition per scholar, including all expenses and six per cent. interest upon valuation of property, was \$21.15. The suspensions for misconduct have been about one in a thousand of the pupils enrolled; those for absence have been one in four hundred each month. Two hundred and eighty classes were examined in the Oral Course, of which 75 were ranked excellent, 86 very good, 64 good, 36 fair, and 19 poor.

We are glad to be able to present the same high authority in favor of ideas which have been advanced in our own pages. We refer to the proper organization of schools. President Clarke says:

In my own opinion, the plan of combining the Grammar and Primary Departments in one building will, before many years, be abandoned. There are serious objections to it. It requires too large structures. The general sentiment of well-informed school men, in other cities, is against large buildings and the collection of a great number of pupils in one school. Our new structures are arranged to accommodate about one thousand pupils, and this is an improvement over our old structures, like the Skinner and Newberry, that have accommodations for thirteen hundred. But one thousand are too many; seven hundred or eight hundred are the most that should be gathered in one house, under one principal. Moreover, our new buildings are now, in all cases, four stories high, and this necessitates too much traveling up and down stairs—an injury to the children, and a source of danger in case of fire. Then the system of having only one primary school in a district obliges many little children to walk long distances to reach it. It seems to me that in a given district, while



there should be one central grammar school that would be easily accessible to the older children from any part of the district, there should be two or three smaller primary schools scattered about so as to accommodate the little children without requiring the traversing of long distances. These primary schools should be graded as our primary departments are now, and should be under the supervision of female principals.

The experiment of separate primary schools, under female principals, has been tried in two instances in the city during the last two years, and with marked success. In all respects, the Elizabeth-street and the Pearson-street Primary Schools take rank with our best grammar schools. These are, however, to a certain extent, independent. But if the system were generally introduced, the several primary schools in a district, while under the direct supervision of a female principal, should be all under the charge of the Principal of the Grammar School of the district, who would act as Superintendent of these various schools.

PEORIA—CITY AND COUNTY.—*City Institute.*—The monthly meeting of the teachers of the city was held Saturday morning, Jan. 11th, at the High-School building. The subject for discussion was, *The Best Methods of Conducting Recitations*. The importance of a careful preparation of the lesson on the part of the teacher, as well as of the pupil, and of enthusiasm in the teacher in order to awaken a corresponding enthusiasm in the pupil, was particularly dwelt upon.....The number of scholars in the public schools of the city the past term was 2,498; number in the High School, 114; per cent. of attendance in the High School, 97.6; number of teachers employed in all the schools, 47. The Board is just completing a new building, which will furnish accommodation for nearly 1000 pupils. It is to be heated with steam, is divided into 9 school-rooms, to be in charge of 18 teachers, and will be ready for occupation within a few days. The cost is \$40,000.....*Normal School.*—The County Board of Supervisors, at an adjourned meeting held Jan. 10th, adopted the report of a special committee previously appointed, as follows: “(1) That we recommend the establishment of a Normal School by the city and county jointly. (2) That it be located in the City of Peoria. (3) That the expense be borne in the following proportion: the county to pay two-thirds, the city one-third and to provide the building. (4) To commence on the first of April, 1868. (5) The standard of admission to be the examination required for second-grade teachers in the county. (6) That a committee of the Board of Supervisors be appointed, to act with a committee of the [city] Board of Inspectors, and that to this committee be added the City and County Superintendents; that the duties of this committee be to perfect the details necessary to establish such a school, and to select a teacher for the same.” The committees from the two boards have been appointed, and are now actively engaged in the performance of the duties assigned them. This action is due in a great degree to the efforts of Messrs. E. W. Coy and N. E. Worthington, the very able and efficient City and County Superintendents of Schools. The need of such an institution, for the preparation of teachers for the city and county schools, was readily appreciated by the respective boards, upon a presentation of facts and statistics bearing upon the question, and measures were adopted for consummating the plan at the earliest practicable time.....*Reform School.*—The City Council, at a recent meeting, adopted a resolution in the following words: “That a select committee of three be appointed by the Mayor, to act in cooperation with a like committee from the Board of Supervisors, in obtaining from the Legislature the proper authority for such establishment [a reform school], and also to arrange for the purchase of land and the erection of buildings, first submitting their action to their respective bodies for confirmation and adoption.” The two committees have been appointed, and now have the matter under advisement.....*Condition of the Schools.*—From the valuable report of County Superintendent Worthington, for the year ending Sept. 30th, 1867, just published, we take the following statistics: “During the past year the total expenditure for all purposes amounted to \$121,736.50. Of this amount, \$66,998.55 were paid to teachers. The City of Peoria paid \$25,980. Thirteen school-houses have been built, upon which has been paid \$25,393.81. This does not include the total cost, as the majority of them are not yet entirely paid for. The balance of the outlay, \$28,757.95, has been absorbed in incidental expenses, such as fuel, repairs, school furniture, etc., and in the payment of previous outstanding debts. The total receipts, including the balance in Township Treasurers’ hands on the 30th of September, 1866, amounted to \$131,792.22. Of this amount, the State Fund distributed by the County Superintendent yielded \$14,424.92; the interest upon the different Township Funds, \$4,477.10; Special District Tax, \$74,976.28; Balance in Township Treasurers’ hands, September 30th, 1866,



\$10,251.45. The aggregate of these items, taken from the total receipts, leaves a balance of \$27,662.47, which amount consists chiefly of money borrowed by the districts for building new houses or for the payment of those already built. The total number of minors returned for the last year is 23,377. Of these, 16,145 are between the ages of six and twenty-one, and are by the general law entitled to school privileges. The special law under which the schools of the city act fixes the age for admission at seven instead of six. The total number attending school is as follows: Males, 5,442; females, 5,075; total, 10,518. Of these, 2,749 are from the city; 7,769 from the balance of the county." "The average cost per scholar for the past year of those actually attending, excluding the amount paid for building purposes, but including every thing else, is \$9.15." "Peoria county annually pays about \$70,000 for teachers. Outside the city there is paid over \$40,000." "The schools of the county generally appear to be in a prosperous condition. Elmwood, Brimfield and Chillicothe have well-conducted graded schools. The school-building at Elmwood, finished during the past year, is an ornament to the village. Lawn Ridge, Mossville, Kingston and Rochester have, during the year, built commodious houses, fitted for two departments. Princeville has levied a tax for a good building, to be erected during the next year. Very many of the common district school-houses have been thoroughly repaired and furnished with suitable furniture." .....*Illinois Teacher*.—The Board of Supervisors, upon recommendation of the Committee on Education, by a vote nearly unanimous, instructed the County Clerk to subscribe for a sufficient number of copies of the *Illinois Teacher* for 1868 to supply every board of school directors in the county (exclusive of the city) with one copy, to be sent to the clerks of the several boards. This requires 147 copies of the volume.

*SPRINGFIELD*.—*Attendance of the City Schools during the month of November*.—Whole number enrolled during the present year, 2658; average number belonging, 2275; average number attending, 2162; per cent. of attendance, obtained by the Chicago rules, 95; per cent. of the whole number enrolled attending, 81; number of cases of tardiness, 311; per cent. of tardiness, .3; average number attending, November, 1864, 1425. Number of tardy-marks during November, 1864, 627. These figures show that there are over 50 per cent. more scholars attending school at present than there were three years ago, and less than half as much tardiness.

*CANTON*.—The first term of the Public Schools of Canton for the present year closed December 27th, 1867. A public examination of the High School in Algebra, Natural Philosophy, Natural History, Physical Geography, Physiology, and English Literature, was held the last day. Friends of the school attended largely, and seemed well pleased. Number of pupils enrolled, 900; per cent. of attendance in the High School, 98.8; per cent. in the other departments, 91; number of teachers employed, 17—all *Christians*. Ninety-nine per cent. of our pupils in the Sabbath schools. E. H. PHELPS, Sup't.

*MASON COUNTY*.—County Superintendent H. H. Moose has recently issued a circular to the teachers of his county, containing many valuable suggestions. We have room for but the following brief extracts: "Since my first entering upon the duties of Superintendent, there has been a decided improvement in the schools of the county; also, the teachers are better qualified, but some ought to do more for the money they receive. The general demand now is for the *best* teachers—not for the ones that will teach for the least money. Some who pass better examinations are not so good teachers as those who possess just the necessary qualifications to be successful in procuring certificates. After a certain amount of knowledge of books, the success of the teacher does not so much depend upon the increase of such knowledge as it does upon the improvement in methods of teaching. Some teach a dozen terms and do not improve so much in the methods of teaching as others who have taught one-fourth as long. Teachers ought to visit each year at least a dozen schools—such as have the reputation of being good schools. They should visit them with the intention of learning methods of teaching better than their own, and, having learned them, put them into practice in their own schools. This is one of the greatest aids for the advancement of schools. Directors should require

teachers to spend at *least* one day in every quarter in the visitation of other schools, and pay them for the time so spent, as they would be fully compensated for it in the better methods adopted in their *own* schools. We propose to hold at least one Teachers' Institute annually, the attendance of which will amply pay any teacher who wishes to be of any use to his patrons. The benefits of such institutes need not be proclaimed from the house-tops. Teachers who are live teachers, and worthy their calling, will make every reasonable exertion to attend them, and thus show themselves ever willing to make sacrifices to be the better fitted to discharge their duties."

**McKENDREE COLLEGE.**—We acknowledge the receipt of the Triennial Catalogue for 1867-'68 of McKendree College, located at Lebanon, Illinois. The college was founded in 1836; has had ten Presidents,—the tenth of whom, Rev. Robt. Allyn, has occupied the chair since 1863. It has a faculty of six members, and includes a Law, a Collegiate, a Scientific, a Commercial and a Preparatory department. The catalogue shows 15 Seniors, 21 Juniors, 25 Sophomores, 35 Freshmen, 147 Preparatory, 9 Law, 5 Resident Graduates; total, 257.

**PERU.**—Mr. W. B. Powell, Superintendent of Schools, states that, by a little personal effort, he has raised \$900, to be expended for a school library.

**BELVIDERE.**—In the Standard we find an account of the examination of the North-Side Union School, under the care of C. C. Snyder, Esq., Principal, assisted by Mrs. M. A. Johnson, Miss Julia A. Randolph, Mrs. Alice Seaver, Miss Clara Wiffin, and Miss Prudie L. May. The school numbered about 300 pupils, and the examination is spoken of as highly satisfactory.

**RANDOLPH COUNTY.**—In the Democrat we notice several reports of precinct institutes. When one more is established, all the teachers in the county will be organized into precinct institutes. These meet on Saturdays. Well done, Randolph!

**SANGAMON COUNTY.**—Two hundred and twenty-four persons have been employed in teaching school in Sangamon county, for the year ending September 30th, 1867, at an expense of \$78,876.86. The expenditures for school purposes in the county, during that time, amount to about \$200,000.

**PARIS.**—For the month ending Oct. 25th, 1867, the following are the statistics: Whole number of pupils enrolled, 648; average daily attendance, 566; per cent. of attendance, 89; number not absent, 293; number not tardy, 417; number neither absent nor tardy, 223. J. HURTY, Sup't.

**PRINCETON.**—At the meeting of the Endowment Board of Marshall College, at Princeton, the board decided to raise an endowment of \$50,000 for the college, and appointed Rev. Wm. Ross, Rev. C. Gray, and J. K. Gray, agents to prosecute the work.

**PEKIN.**—During the month of November, the number of pupils enrolled was 533; not absent nor tardy, 143; not tardy, 319; visitors, 20.

**CAMP POINT.**—Our school here is fast becoming a good institution, under the charge of Prof. S. F. Hall, formerly of Princeton, Illinois. E. E. B. SAWYER.

**WOODSTOCK.**—The people of this town have nearly completed a public-school building which will cost \$40,000, and accommodate about 1,000.

**COOK COUNTY.**—Superintendent J. F. Eberhart reports aggregate receipts for the year to be \$54,905.15; expenditures, \$54,479.98.

#### FROM ABROAD.

**MICHIGAN.**—The second meeting of County Superintendents was held at Lansing, Dec. 31st, 1867, and Jan. 1st, 1868. The State Teachers' Association met at the same place, Jan. 1st, 2d, and 3d, 1868; also, the State Association of Superintendents and Principals of Common Schools.....At the recent commencement exercises in the Agricultural College, the number of graduates was

five.....In the public schools of Detroit there are 94 female teachers, 49 of whom receive a salary of \$400 each, and 15 a salary of \$375 each.....There are in the state 321,311 children between five and twenty years of age; of whom 246,957 attend school; the number of teachers, 9,182—men, 1,687, women, 7,495; the average wages of the former, \$43.60 per month, of the latter, \$18.44. The estimated value of school-houses and sites is \$2,854,991; the aggregate of school fund, \$2,780,292.73. The number of volumes in district libraries, 79,594. New school-buildings of the better class are rapidly taking the places of the old style of structure.....From present indications, the number of students in the State University will considerably exceed the 1,200 in attendance last year.

INDIANA.—The number of students attending the State University is 250. The number in the college classes is nearly double that of last year.

MAINE.—The State Teachers' Association held its annual meeting in Lewiston, Nov. 25th and 26th. As it was essentially a new organization, it took a new name, viz., The Maine Educational Association. The meeting was an interesting one, judging from the report in the Maine Normal. The addresses were earnest and valuable.

CONNECTICUT.—Hartford has nearly completed a \$150,000 school-house, capable of accommodating 3,000 pupils. It is a model building of its kind.....The New-Haven School-Board has voted to introduce drawing into the schools, where practicable, and require teachers to possess a knowledge of its rudiments.

MASSACHUSETTS.—The Latin School in Boston has decided to erect a memorial statue to the fifty graduates who fell in their country's service during the rebellion. Mr. Greenough has made the design. The work is to cost \$6,000.

MARYLAND.—At the meeting of the Maryland State Commissioners of Public Schools, in Baltimore, the school system at present existing in the state was indorsed generally as the best for continuance.

TURKEY.—A large Union School at Constantinople, for Christian and Mohammedan children, is one of the first fruits of the Sultan's visit to civilized Europe.

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## NOTICES OF BOOKS AND PERIODICALS.

(1) EVERY educated mind will probably recognize the importance of Reading as a branch of instruction, and place it high up, if not first, on the list of studies to receive attention in our schools. Reading is not only the medium by which we gain most of our knowledge, but also the way which introduces us to the thoughts and motives of the writers of every age. It is the key which opens to us the beauties of literature. By it we are admitted to the companionship of the author, and more than this: for the time being, we think his thoughts, feel his emotions, and experience his sensations. The more completely the reader becomes infused with his spirit, the more justly can he appreciate the writer's situation, and the more truthfully convey to others his feelings and mental experiences. If we rightly appreciate this series of readers, its main purpose is to bring to the attention of teachers and educators the great necessity of this analysis of the ideas of a selection before it can be properly read by the student. This position is unmistakably correct. If there is any thing in the exercises of the school-room which is thoroughly unprofitable and mischievous in its results, it is the dull, monotonous, senseless manner in which we some times hear some of the best selections in our readers *gone over*. While expressing ourselves thus positively concerning the analytic method, we feel that it should be only sufficiently extensive to secure its object—that of making good readers. Whenever the door is opened for a wider analysis than this, the exercise weakens itself by becoming too general in its character. In this respect we consider the series before us open to criticism. We can not better illustrate our idea than by referring to the analysis of 'The Old Man of the Mountain', found on page 68 of the Sixth Reader, and given as a model

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(1) THE ANALYTICAL SERIES OF READERS. Comprising six books. By Richard Edwards, LL.D., President of the Illinois State Normal University; and J. Russell Webb, author of the Normal Readers and the Word-Method. Geo. & C. W. Sherwood, Chicago.

for imitation by teachers using the book. How will the ability to read this selection be increased by the pupil's being able to answer these questions: "Through what towns and by what means of conveyance would you reach the place [the scene described], from where you live? On which hand is it [the post]? How near do the wheels come to it as you pass? What part of the birch-tree is green? What kind of birch-trees are these? Color of bark? Inches in circumference at the root?" etc. Granting that general intelligence will add to the appreciation of a selection assigned for reading, we submit whether a text-book in reading is the proper place to teach geography or natural science. Notwithstanding the tendency to carry this prominent and really meritorious feature of the series to extremes, if the authors can succeed in breaking up the mechanical hum-drum, called reading, so often heard in the school-room, and substitute in stead a living, natural, appreciative tone and manner, the fault can be easily overlooked. The selections in the different books are admirably adapted to the grade of pupils for whom they were intended. It is difficult, however, to perceive the advantage of taking them so nearly all from the productions of writers of the present day. The reading-book is to many of the youth of this country the only means of becoming acquainted with the style of writing and thought of the representative authors of English literature. Hence the advantage of retaining extracts from the older writers, even though equally good selections can be had from living authors. By a few strokes of his pencil, the artist has given a clear and life-like outline to the illustrations found in the lower books of the series. The general directions as to the manner in which different exercises are to be read are most excellent. The phonic analysis, presented in the higher books, is especially well calculated to develop those essential conditions to good reading — clearness and correctness of enunciation. As a whole, we are glad to welcome the series among our text-books, and place it deservedly high in the list of readers.

W.

(2) THESE books combine many things which we believe will be found improvements on the old methods. In the first place, they combine drawing and writing — giving models for drawing on the margin of every page. Then they give, in a part of the series, copies on tinted paper, to be traced by the pupil, thus accustoming the eye and the muscles to the forms and size of the letters. The paper is ruled with sloping lines, as well as horizontal, thus training the eye to a proper and uniform slope. Every teacher knows how difficult it is to get pupils to realize the necessity of uniformity in this respect. The marginal figures for drawing are all to be traced in the first instance, and only copied after the pupil has acquired confidence and some degree of skill. We are well pleased with them.

(3) THE selections in this book are very good; the introductory exercise on elocution is better than in some readers, while the tinted paper and fair type make the book very agreeable to the eye. It is intended to complete the well-known series of Sanders's Readers, and to meet the demand for a greater variety of reading-exercises for the higher classes. The Union Fifth Reader of the former series is the Sixth Reader of the present. To those who are using this series no doubt this book will be welcome.

(4) WE hail with pleasure any system or text-book of instruction which is calculated to develop naturally the mental faculties of the learner. In hardly any study is there greater danger that teaching shall become a mere mechanical process, lacking alike in interest or profit, than in geography. This is largely the fault of the text-book, for teachers are apt to teach what is in the book, rather than to use the book as a help in teaching the subject of which it treats. Its pages are learned *memoriter*, and recited parrot-like. The leading excellence of Ormsby's Guide is that the pupil is thrown considerably on his own resources in expressing ideas which are the result of his observation and thought. Part I introduces the child to the different portions of the earth and

(2) HARPER'S WRITING-BOOKS. Harper & Brothers, New York; J. H. Rolfe, Chicago.

(3) SANDERS'S UNION FIFTH READER. Ivison, Phinney, Blakeman & Co., New York; S. C. Griggs & Co., Chicago.

(4) A GUIDE TO GEOGRAPHY. By Geo. S. Ormsby, A.M. E. H. Butler & Co., Philadelphia; Speakman & Proctor, Chicago. 168 pages.



their natural features by a series of journeys. Part II consists of exercises on the map, and contains valuable suggestions as to manner of recitation. As a hand-book to accompany a series of outline maps, the book possesses great merit.

W.

(5) THE author and publishers have done a good work in preparing this book for the use of schools. In it the problem, always a most perplexing one in writing text-books, how much to insert, how much to leave out, seems to be successfully solved. The attention of the student of it is not confused by a multiplicity of rules and a still greater number of exceptions, but is directed to a few of the prominent rules for the formation of words from roots, prefixes and suffixes. While it gives the analysis of a few of the more important words in the language, it is sufficiently comprehensive to mould the tastes and habits of the pupil so that he can pursue the study for himself after laying it aside. It is excellently well adapted to the wants of classes in the common schools of our country.

W.

(6) THE country is indebted to California for its abundant golden contributions to the national wealth during the time of greatest need. We here have a tribute from the same source to our educational wealth. This speaker was compiled with a view of supplying the common school with suitable selections for declamation at a less cost than that of the more voluminous works in general use. To make its selections equally numerous, the usual elementary instructions and preparatory exercises are omitted. A short essay on the importance of elocutionary instruction in the common school is the only preliminary portion of the work. The selections embrace the different varieties of literature, and are taken from the best writers in their respective departments. Many of them are entirely new.

W.

(7) THE dread ordeal of the late civil war has demonstrated the fact that the military strength of the nation, in times of great emergency, lies in the strong right arm of its citizens. During its progress it became evident that the old system of military tactics was not calculated to train fresh volunteers into efficient fighting men in the shortest possible time and with the smallest amount of labor. Its movements were too complicated, and not adapted to the improved fire-arms now in use. On the 11th day of June last, a board of military officers was convened, by the Secretary of War, for the purpose of examining the author's system of tactics and reporting whether it should be adopted as the system for the U. S. army. The board, of which Gen. Grant was president, approved the system, and by an order from the War Department it is "adopted for the instruction of the Infantry of the Army of the United States, and for the observance of the Militia of the United States." This revision of the army code is most opportune now, when the idea of making military instruction a department in our higher institutions of learning is so favorably entertained by those high in authority.

W.

(8) THE publishers offer to the educational public a revised edition of this standard text-book. While presenting the subject of geography, in the main, in the same general manner with other books of the sort, its chief meritorious feature is a systematic method of map-study. At the age of pupils for whom the book is intended, judicious instruction in the outline and physical features of a country can most profitably be given, for the reason that it is in harmony with the laws of mental development. It seems to us, also, that this is the best manner to awaken the child's interest in the subject. Appended to the work is a brief summary of Physical Geography. The maps are for study, not confusing the learner by multiplicity of names and places omitted in the text. The

(5) ANALYSIS OF ENGLISH WORDS. By E. T. Lander. Clarke & Co. and Speakman & Proctor, Chicago. 60 pages.

(6) COMMON-SCHOOL SPEAKER. By John Swett, Superintendent of Public Instruction, State of California. H. H. Bancroft & Co., San Francisco; S. C. Griggs & Co., Chicago. 230 pages. \$1.50.

(7) A NEW SYSTEM OF INFANTRY TACTICS, DOUBLE AND SINGLE RANK. By Brevet Major-General Emory Upton, U. S. Army. D. Appleton & Co., New York; S. C. Griggs & Co., Chicago. \$2.50.

(8) CORNELL'S INTERMEDIATE GEOGRAPHY. By S. S. Cornell. D. Appleton & Co., New York; S. C. Griggs & Co., Chicago.



leading routes of railway travel are inserted. There is a pleasing contrast of color between the land and water surface, and their mechanical execution is admirable. W.

(9) THE two great delusions which have been practiced upon the world during the Christian era are Mohammedanism and Mormonism. As remarkable instances of the deception of the ignorant masses by cunning and designing leaders, both are instructive. Of the various expositions of this latter-day imposture, the writer of this book has the advantage of acquaintance with the scenes and the persons connected with its early history. His aim seems to have been, by a simple narration of the facts and character of the persons connected with its origin, to make known the deception on which the system is founded. Without exaggeration or argument, the story seems, in the light of current history, to be a simple and truthful statement. The delineation of the character of the founders of the sect is of especial value. An extract from the work will illustrate the magnitude to which the system has grown: "The Mormons have their missions in England, Scotland, Wales, France, Italy, Germany, Denmark, Sweden, Norway, Switzerland, Malta, Gibraltar, Hindostan, Australia, Siam, Ceylon, China, Chili, Guinea, West Indies, and Sandwich Islands. The Book of Mormon is published in English, French, German, Italian, Danish, Welsh, and Polynesian." W.

(10) THIS is a story of an emigrant family: the mother, a quiet woman of strong faith; the father, a person devoted to the world, and hard as the nether millstone. Of course, the children follow the father, and not the mother; but she never faints, but labors uncomplainingly until, in her western home, she meets death as only a Christian can. This event is blessed to her husband, and to all the children but her youngest and dearest, whom it only drives farther and deeper into sin, until at last, by God's judgments, even he is brought to his mother's God, and proves a valuable and earnest worker in his cause. The characters are not overstrained, and the moral is unexceptionable. The verdict of a child upon it is — It is *very* interesting: I almost cried over it.

(11) OUR opinion of this novel may be summed up in brief as follows: A story of an unaccomplished, ill-natured, dowdy young lady, in her own eyes, but in the eyes of others, especially of a gallant dragoon and an English *Sir*, the impersonation of female loveliness, falls enthusiastically in love with one and, false to herself, marries the other, with whom she lives discontentedly two years and a half, and is about to die of consumption. There seems to have been no high or noble purpose in her life, and we think she well accomplished her mission. W.

(12) WITH this volume the publishers commence issuing a cheaper edition of the author's writings than any that have yet appeared. With cheapness of price, beauty of style and neatness of execution are in no wise sacrificed. The masses have reason to thank the publishers for bringing the works of the greatest of English novelists within their reach. W.

(13) HERE is the initial number of another of the many candidates for the public favor. It is a well-printed octavo of 120 pages, similar in general conception and style to those already before the public. It is not illustrated like Harper, nor is it bold and polemical like the Atlantic. According to its prospectus, it desires to occupy the geographical and historical position of Philadelphia, as the common ground where all who love the Union (and none others) can meet and discuss matters relating to Literature, Science, and Education, in harmony and good fellowship. Dennis Galbraith (an American novel) is commenced in this number, where we also find — with the usual amount of stories, etc., — an article on Education, and a geological one on the Prehistoric Man. The energetic publishers will undoubtedly make a magazine worthy of support.

(9) ORIGIN, RISE AND PROGRESS OF MORMONISM. By Pomeroy Tucker. D. Appleton & Co., New York; S. C. Griggs & Co., Chicago. 302 pages. \$1.75.

(10) TOM MILLER; or, *After Many Days*. J. C. Garrigues & Co., Philadelphia.

(11) COMETH UP AS A FLOWER: An Autobiography. D. Appleton & Co., New York; S. C. Griggs & Co., Chicago. 173 pages. Paper covers. 60 cents.

(12) OLIVER TWIST. By Charles Dickens. D. Appleton & Co., New York; S. C. Griggs & Co., Chicago. 12mo. Stiff paper covers. 172 pages. 25 cents.

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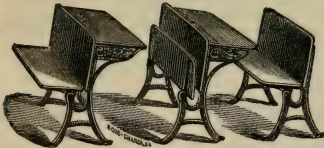
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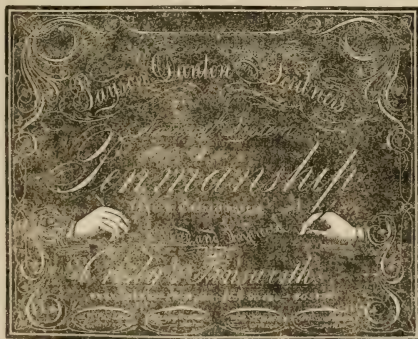
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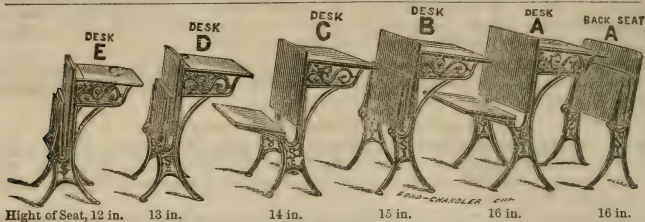
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# ILLINOIS TEACHER.

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VOLUME XIV.

FEBRUARY, 1868.

NUMBER 2.

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## PROPER METHODS OF IMPARTING MORAL INSTRUCTION IN SCHOOLS.

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BY DR. SAMUEL WILLARD.

An Essay read Dec. 25th, 1867, at the meeting of the Illinois State Teachers' Association at Galesburg.

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[PREFATORY NOTE.—Before reading the Essay, Dr. Willard said: "You will notice in this paper a remarkable omission, for which it is proper that I should account. I say nothing of the use of the Bible as a means or source of moral instruction in schools. When your committee invited me to write upon this subject, they informed me that they expected an essay upon the same theme from another gentleman whom they named. Knowing him to be a clergyman, I presumed, without corresponding with him, that he would deal especially with that part of the discussion from which I have abstained: I therefore thought best to leave it entirely to him, not even touching upon his ground. I say this that I may not seem to have failed to recognize that branch of the subject, or to have undervalued the Bible in its function as a book of morals. I trust, however, that the essay itself will be found to leave no room for such a suspicion."]

THE title of the theme assigned us presumes that moral instruction should be imparted in schools; that is an assumed point: it also assumes that there are various methods, some of which are proper, as tending to secure the desired result, and others are improper, as failing of it or involving undesirable results. These assumed grounds are therefore not brought into discussion: the main question is—How? The equally important one—What? is in our field only as the How often depends upon the What: yet we must discuss it first, and at some length.

What is moral instruction? Manifestly, instruction in morals: instruction as to what one should do and what we should not do. But when we proceed but a little way in our teaching, we meet the question—Why? Why should one do this thing and leave the other undone? What is the sanction of morals? And soon we find that the

word *moral* has an interesting history; and to deal with it radically we must look at the root of the word, and see what was meant by it long ago, and how it has changed its meaning as ages have come upon it: so that, passing from a meaning as trivial as *etiquette*, or *fashion*, it now stands in our thoughts near to *religion*; and finding its sanction at first in the laziness and conservatism of men, it now rests in our view upon the mighty will of God and his eternal wisdom and goodness.

*Moral* is from the Latin *moralis*, a word introduced into that language by Cicero, a few years before Christ. It is formed from *mos*, *moris*, a noun which denotes, say our lexicographers, "manner, custom, way, fashion, use, wont of persons, as determined, not by the laws, but by their own will and pleasure." Throughout classical Latin the word has this fundamental meaning only: even when signifying way of life, behavior, it carries still the same notion of custom, and bears no reference to what we now call the moral character of actions. The derivatives from this noun carry the same fundamental idea. The adverb *moraliter*, morally, is used by a writer three hundred and fifty years after Christ to signify 'characteristically', 'in one's usual manner'; so that *moraliter vivit*, 'he lives morally', meant only, in his use of it, 'he lives characteristically, after his usual way'. If we look at the corresponding word in the Greek, *ἦθος* [*eethos*], the source of our word *Ethics*, the science of morals, we find that it has the same meaning as *mos*; merely custom, fashion, use and wont. It is used but a single time in the Greek New Testament, and then only when Paul quotes from the poet Menander the maxim "Evil communications corrupt good manners."\* The word *moral* is not found in our Bible, nor is there any derivative from it therein.

The primary idea of morals, then, was simply manners, custom, use and wont; fashion, in short. The man who did as the mass of others did, neither disturbing them by any superfluity of naughtiness, nor puzzling them by any originality, nor reproaching them by any superior excellence, such was the man of good morals.† Morality was an outer life: the inner life and its motives were not called in question in determining the man's moral character. When prevalent custom is the standard, what matters it whether one's conformity springs from motives of expediency, or conservatism, which is only another name for a kind of laziness, or self-regard, or from some higher spring of life? I doubt not that it is from this early meaning of morality, and from a characteristic taint inherited by it even to the present day, that one who looks for a higher life condemns the mere moralist, with a contemptuous pity in his tone.

\* 1 Cor. xv, 33.

† The notion is fairly put in the language of Solomon in his days of vanity: "Be not righteous over-much, neither make thyself over-wise: why shouldst thou destroy thyself? Be not over-much wicked, neither be thou foolish: why shouldst thou die before thy time?" Eccles. vii, 16, 17.

But as custom, which was the earliest form of law, became modified by the growth of the sentiment of justice, and as law came more and more to stand before its subjects as the representative of justice and right and reason, and as the feeling of obligation was developed increasingly among men, the word rose from the trodden dusty way of use and wont, and now has risen so high that it hangs over men like a guiding star; and the science of morals must lean on the science of God, claiming man's obedience to the rules of morality on the same grounds on which obedience to the will of God is claimed.

I can not forbear pointing out, before leaving this subject, that at the same time other related words have undergone a similar transformation and elevation. The word *religion* three centuries ago had not its present force: it denoted the mere externalities and ritual observances of religion as we now understand it: it was superstition and ceremonial, rather than spiritual life: it occurs in but four passages\* in the New Testament, in one of which it means Judaism and its ceremonies and traditions: *religious* occurs but twice;† *piety* once,‡ and *pious* never; *duty* but twice‡; so that these now common words do not belong to the dialect of the New Testament. The Bible never commends religious men or moral men or pious men; never enjoins morality nor religion; but it speaks of godly men, righteous men, just men, devout men, and offers the great rewards to those who by patient continuance in well-doing seek for glory and honor and immortality, eternal life.

And if one would know what *religion* and *piety* meant to the pagan world into which the New Testament came, let him study carefully DeQuincey's masterly essay on 'Christianity as an Organ of Political Movement', which shows in how deep a darkness the heathen moved, and in what debasing bondage of fear they passed through mortal life to a shadowy end.

In the same essay, with his deep insight and vast scholarship, he shows that the heathen religions were dissociated from morality, and the reason of such lack of connection: that, with their notions of the gods and of worship and of morals, there was no possibility of that marriage of religion and morality which is so familiar and inevitable to us, after eighteen centuries of Christian teaching.

We teach morals without religion when we teach what should be done or avoided, basing our inculcations on psychical or social grounds: on the ground of the natural sentiments, necessities or tendencies of the mind and soul of man: on the expediences and conventions of

\* Acts, xxvi, 5; Gal. i, 13 and 14; James, i, 26, 27: and Col. ii, 18, may be included, where the Greek word translated *worshipping* is the same as that translated *religion* in Acts and James.

† Acts, xiii, 43; James, i, 26.

‡ 1 Tim. v, 4.

§ Luke, xvii, 10; Rom. xv, 27.

society; on reputation; on self-respect: when we urge our instruction upon principles of honor, magnanimity or politeness, only.

We bring in religious instruction *also*, whenever we pass from the sphere of simple ethics, and urge that this is right and to be done, and that is wrong and to be avoided, because there is a God, and a divine superintendence of human affairs, by which all human relations and duties are governed; a providence by which it comes to pass that the right is the best, and the good is in the long run the successful, and the true prevails over the false, and in all adversity and under all clouds the good man and he who doeth righteousness with faith in this Holy Will and Wisdom is not without even a present reward. Such religious instruction as this is out of all question or dispute of sects or parties; and every teacher can give it with confidence, if he be earnest and true, whether he be Jew or Christian, Protestant or Roman Catholic, or has not assumed the name or bands of any sect or church whatever. Such religious instruction should be made the evident basis of all moral instruction in our schools. I say the *evident* basis, for it need not always be put forth in every inculcation or constantly talked of: what is said or directly referred to but occasionally may yet be so constantly assumed that its influence shall be felt. Not the one who talks most about God will show best that he remembers him; just as the one who talks most about his strength or his learning is not commonly found the strongest or the wisest. The calmness of assured knowledge is more effective than much talk; and a deep reverence for God, and confidence in his government of the world and in his all-pervading providence, and in the principles of justice that underlie these, will not be noisily proclaimed; may indeed be rarely spoken of; yet the force of them will be none the less felt, if they are present.

With this religious basis assumed as the ground of all moral instruction, the ultimate *why* of all ethics, the teacher is at liberty to use wisely the inferior reasons that are in the plane of human reason and experience, without degrading his subject. The opinion of others, the influence of reputation, and the value of a good name, these are motives which may legitimately support and enforce a practice or a rule of conduct which is right before God, if always treated as subordinate reasons; but when they are referred to as of high and ultimate importance, the character is weakened rather than strengthened, and justice is postponed to the base doctrine of a majority of voices. One who is trained under the constant reiteration of these subordinate reasons will not dare to face popular clamor for the sake of an unpopular right, or to stand with the select few who foresee the triumph of truths yet to be appreciated and to become dear to humanity. But where the reprobation of mankind and the loss of good name and fame are the results of ill-doing or of neglect and cowardice, the mor-



alist may well urge these as part of the facts that strengthen the right and make it desirable.

In connection with this point, I may well speak of what have received the title of 'the minor morals', namely, manners. Here we have a subject on which the voice of Mrs. Grundy is to be heard. The way of the world is the rule of action. And yet, in teaching this matter, apparently so arbitrary, it will be found that for very many things there is a reason as well as a rule: a reason of neatness, or convenience, or beauty, or politeness, or regard for the feelings of others. In many things, doubtless, the form has outlived the original reason. The polite bow is all that remains of the fawning prostration before the tyrant master, lord, or king; yet it carries the same idea of deference to another, now not slavish, but voluntary. If one walks on Broadway, he will find that in meeting others he must keep to the right, or be frequently in an awkward position; but this law of the street is not arbitrary: it grew out of the driver's rule of keeping to the right; and this arose from the convenience of drivers who walk by their teams; when two such meet, if they turn their horses or oxen to the right, the men come to meet each other, and are also in the best position to see that their wheels do not clash. I will not say that a reason can be found for all the exactions of etiquette; as little can one promise to account for the rise and fall of the fashions of ladies' dress and equipment, which often take a sudden turn from mere love of novelty: but I affirm that the minor morals, like the major morals, are not the product of mere caprice: and we should not give pupils the notion that even in such matters we follow the multitude purely, simply, merely, and only, because the multitude choose so to walk.

As to politeness, which is of a grade above mere manners and fashion, it should be presented as the graceful way of doing kindly things. It always implies a regard for others; a deference to their needs or feelings; and a preference of pleasant ways of acting over rough and unseemly ways. If a man will be a perfect gentleman, he will find that he is not far from the kingdom of heaven: for he must cultivate such a spirit of gentleness, magnanimity, courage, and truthfulness, as must lead him to learn of John, and Paul, and Jesus. I find that my New Testament, especially in the Epistles of St. Paul, gives me principles of politeness as well as maxims of morality and incitements to the inspired life that comes from God.

Turning now to the particular question of the form of instruction to be given, I urge that it is not to be administered in set lessons and recitations. Young people dislike what they can call preaching: the dose is so nauseous that if you made them take it regularly, as our granddames used to give cream-of-tartar, sulphur and molasses every morning in the spring season because it was good for the blood, it will do no good: they will show a surprising alacrity in forgetting it. It

will be like the seed of the sower in the parable which fell by the wayside, on stony ground, and among thorns: it will take no root in them. Probably the spirit of the age is such that our pupils are less docile than in the old days of the dose I spoke of, and in the era of catechisms; but in any event we must, in morals, as elsewhere, make our lessons as agreeable as possible; as little prosy as may be; as much as possible, we must try to reach the heart first, and the conscience next; if these be reached, we have gained our end, and need make no question about the memory. A curate in England, visiting in his parish, found an old woman who kept a little shop, who complained of a bad memory; she could not tell much about his reverence's last sermon; but she remembered that after hearing it she came home and burnt her fraudulent peck-measure. If our boys and girls only heed our lessons as well, we may be gratified. A word fitly spoken, that goes like an arrow to its mark, is what is wanted; to be fitly spoken, it must have an occasion, to which it may fit: and occasions should be chosen as they arise, not set at such and such hours, or on such and such days. There is no mark on the clock-dial for opportunity.

It is to be presumed that there is with every exercise a little time for conversation between the teacher and pupils upon the lesson, over and above the time necessary for the exercise in itself. The reading-lesson of any class offers the best texts for conversation and instruction out of the regular line; things spoken of in the lesson call for explanation, comment, information, discussion; and these furnish the readiest occasion for such questions and answers as illustrate and make plain the rules and principles of right action. Not that every lesson should be made the text of a sermon; but when the teacher sees a suggestion of some rule, principle, or ethical fact, that he sees it would be well for the school or the class, or even for some pupil of it, to have enforced or pointed out by a special word, then he finds occasion for a lesson. Who can tell how powerful a lesson to the children of America the (to us trite) story of Washington and his hatchet has been? And many a lesson in the Reader, which does not carry its moral on its face so plainly, shall still teach some lesson of truthfulness, courage, magnanimity, benevolence, or other virtue, which a word from the teacher shall make fast in the hearts of those who hang upon him with reverent affection. I remember with reverence and love a teacher in a New-England school of nearly forty years ago, whose general exercises of this nature were enjoyed by the whole school with great zest. It was a pleasure to us all when Mr. Lincoln would say, "Now, boys, let us talk about this lesson a while."

For elder pupils the history-lesson brings up human action on the great scale, and the conduct of famous men, where the play of great principles is shown: there some, who in their day trod with bleeding feet the flinty ways of life that they might be just and true, and

that humanity might rise, now shine transfigured; while others, who feared not God and regarded not man, stand damned to everlasting fame.

But the teacher must remember that there is in his school a living lesson, daily read, studied, and well known of all the pupils,—*himself*. Should he never open his mouth for direct moral instruction, he is none the less a perpetual fountain of it. Paul said to those whom he had taught, "Ye are my epistle." The teacher is his own lesson of manners and of morals. By their unconscious imitation, the pupils carry photographs of the teacher to every household. The barometer of the school-room rises and falls in all the homes. I need not go to the school-room to know how my children are taught. A noisy, bustling, loud-voiced, petulant teacher increases their natural tendency to boisterousness and license: but a gentle, steady, mild-voiced, self-poised teacher sends her blessed influence to my house whenever the little feet return. I spoke of my teacher of nearly forty years ago. I also remember his successor, who bore the gentle name of Lamb, but under whose management, in a few weeks, the quiet school became noisy and turbulent, because his voice was loud, his manner abrupt, his temper unsteady. Let the teacher be a model of manners, an exemplar of patient self-control, a standard of justice and honor, and in his school there will be no question of proper methods of imparting moral instruction.

Especially in the discipline of the school and in the infliction of penalty is the teacher a lesson to pupils. One hasty act, the explosive sound of one angry word, one unjust blow, may make void the painstaking inculcation of many days. Your pupils will not do as you say, if with your trained will you can not keep your own rules. The subject of punishment is enough in itself for a long essay; and I can not here say upon it some things that fairly belong to my theme, without saying much more: but I must urge that in the management of discipline and penalty few succeed; and yet it is an important means of moral instruction, both in itself, to the individual pupil upon whom it falls, and also in its proving the moral power of the teacher. Most teachers are too much in a hurry. An offense is committed: forthwith judgment is pronounced, and penalty inflicted. Yet there is a vast reserve of power in the teacher who is so far like God as never to be in a hurry. In my own experience, I found quiet, cool, deliberate, long-forbearing justice, firm and sure, yet giving way to mercy as long as possible, the rock-foundation of my power in governing among boys who had not known government in school for years, if ever. The school learned that nothing was to be feared from haste: the guilty found that, unless timely amendment secured an arrest of judgment, nothing was to be hoped for from my silence and delay.

Before closing, let me narrate two instances of what I deem proper use of occasions for moral instruction.

A teacher, returning to his former field of labor, was met by a gentleman who recalled himself to the teacher's recollection as one of his former pupils, and who took pleasure in calling up incidents of his pupilage. "One thing, sir," said he, "I shall never forget. One day you surprised me and another boy playing cards in the school. We were caught, completely; and when you kept us after school, we expected the whipping that we thought we deserved. But you only told us in a pleasant way a story of a young man of whom you knew, who went south from Ohio, and who had learned how to play games with cards, and who, in consequence of this knowledge, was drawn into the company of sharpers who led him into serious difficulties. Having told us this story, you dismissed us with no further word of reproof. And, sir, from that day to this, I have never played with cards. The lesson of that day was enough." Now compare the effect of this story with the probable effect of a lecture on morals and the evil of games of chance, with the effect of a scolding reproof or a whipping, and judge whether so good a result could have been hoped for. The tact of the teacher seized the occasion for a strong impression by gentle means.

Another teacher tells this story: "Three boys at recess had fallen into a quarrel, and two of them, of my larger pupils, had even come to blows. I always treated such things as offenses requiring special discipline, and I wished to break up certain rough and violent ways. I detained one of the young men after school, and addressed him thus: 'Lyman, what is it to be a gentleman?' As he knew I was much displeased, the mildness of my tones and the unusual question surprised him: he replied only by a puzzled look. I continued: 'Is it to have plenty of money? There's old Gordon, for instance,' (old Gordon was a notorious miser) 'how will he do for a gentleman? He has more money than any body else in this part of the country.' 'Not at all, sir; he's too mean.' Well, is it to be of a good family, of one that stands well in society? There's young Joe Ellicott; every one respects Uncle Isaac, his father; and the rest of the family have always stood well among us: what do you say to Joe for a gentleman?' 'He's too much of a rowdy, sir.' 'Well, Lyman, do n't fine clothes and pleasant manners make a gentleman? surely you'll admit that; and we'll take for example John Burling, though I know you ca' n't believe what he says; he is proud and conceited very often, and treats other people very meanly, some times.' 'He's no more of a gentleman than Joe Ellicott, in my opinion.' 'Then will learning and smartness make a gentleman? we all value and admire those: can a person have those and not be a gentleman?' 'Certainly, sir: he may be no better than the others.' 'Well, will all these together make a

gentleman; money, family, clothes, manners, learning, and smartness?' After a little consideration, Lyman replied, 'No, sir: there would be something lacking yet.' 'Well, then, what is it to be a gentleman?' After a little delay, he answered, 'To be a right fine man all through, any how.' 'Very good; to be a right fine man all through; not in clothes or manners or means only. Now, Lyman, in this country, men are not gentlemen by birth, as in the country where your father was born; nor do we allow that any of these outside things make a gentleman. EVERY man has a right to be a gentleman, as you define the word; and we expect it of every man. Is it not a reproach to any American to say to him 'you're no gentleman'?' 'Yes, sir: some times it's pretty severe: I would n't like to say it often.' 'Now you are of an age, Lyman, when it is getting to be of importance to you to act so and to be such a person that no man can have a chance to say to you or to think about you that you are no gentleman. That depends upon you. You can act the fine man all through, or you can be something else. I leave it to you to think whether our conduct to-day has been that of the gentleman, or not.' I dismissed him with a few words more of comment upon the particular affair of the day; and I had reason long after to believe that Lyman remembered gratefully and practically that hour's talk."

In conclusion, let us all bear in mind unceasingly that we are living lessons, practical teachers of morality or of its opposite, whether we will or no. Under all circumstances, we know of *one* proper method of imparting moral instruction, even if our tongues are dumb on the theme: namely, our daily walk and conversation. Tennyson says of the bugle-notes, echoing and dying away, comparing them with human words and deeds,

"O love, they die  
In yon rich sky;  
They faint on hill, or field, or river:  
Our echoes roll  
From soul to soul,  
And grow for ever and for ever."

And to encourage us are those sublime words of the prophet Daniel (my translation varies from the common one, but is a right one), "The teachers shall shine as the brightness of the firmament; and they that turn many to righteousness, as the stars, for ever and ever."

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THAT parent who refuses to send his children to the school established and opened in his neighborhood, does to those children a cruel injustice, and commits a flagrant wrong upon the community and the state.



THE BIBLE IN OUR SCHOOLS.

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WHY should not the word of God have a more prominent place in our schools than it now has? This is the question which the experienced Christian asks. Why should it have a more prominent place? This is the question which the unbelieving or indifferent teacher asks.

The time was when not a few sentimental believers pretended that the Bible was too sacred a book to be devoted to the vulgar use of a reading-book in school: it was a profanation of Holy Scripture; it was making it entirely too common. This notion, however, did not hold its ground long: it was too manifestly absurd. Accordingly, the Bible must be exorcised in some other way. And the multiplication of improved reading-books furnished the reason and the opportunity for displacing the book of God from the ascendancy which it held as a reading-book in our American schools of half a century ago. The work has gone on, till, for a number of years past, the Bible is only tolerated in connection with devotional exercises at the opening of the school, or complimented with a few extracts inserted in the reading-books.

Now, this is wrong, for several reasons: in the face of universal practice, we say it is *wrong*. It is wrong, first, because the pupil loses the moral influence which the Bible always exerts, when it is read, and which would be deeper and more strongly impressed upon the memory and conscience if it had to be studied as a reading-exercise. But on this point we will not enlarge: it is too patent to require more than simple statement.

It is wrong, again, because thereby the pupil loses, in the school, the highest power for intellectual improvement. This may not be at once apparent; but a few allusions will, we think, make it sufficiently so. The higher and greater the thoughts with which we are occupied, if we can at all comprehend them, the greater is the impulse which the mind receives. It is a fact of general experience, that the mind expands most under the influence of metaphysical studies. When the mind gets away from the hard facts of the natural sciences, and begins to grasp the higher truths and principles of its own being, then it moves in a sphere where it has an infinity of experience *under its own immediate survey*. It is a sphere within itself,—not external to self, and possibly remote from itself. It is the sphere where the *Reason* is called into exercise. In the field of natural science the functions of the Understanding suffice. But when self is to be the subject of inquiry and examination, the higher faculty, the Reason, is needed.

Now this is preëminently true in regard to the Bible. No philosophic questionings send us so deeply into the greatest mysteries of our

own being, and our relations to the Divine, the Absolute, the Infinite, as the moral questionings started by the book of books. It reveals to us more that is provocative of thought than all merely human speculations concerning the higher questions of life. It puts into our hand a clue which will lead us safely through the labyrinth of mortal and immortal experience, if we only do not drop it, and take up with the tangled thread of human speculation. And this is true in the experience of the child. The Bible has this happy peculiarity, that it presents great things in a simple way, and the greatest always the simplest. It does not come to us with an air of mysteriousness and straining after profundity. It speaks to all of the highest of beings, God, in the plainest relations and attitudes, so that "the wayfaring man, though a fool, shall not err" therein. And though it does not assume that the child shall comprehend its revelations in their fullness, yet it does assume that the child can comprehend its aim, and feel that *that*, and the means by which to reach it, are all right. Having started out, then, on this basis, it has at once assumed a thinking attitude, and has the elements of thinking and the stimulus to thought deeply lodged within. A little child, even, will think a great deal about the wonderful subjects of God, Eternity, Death, Judgment, Heaven, Hell, and the glories of the better life. Nothing sets the mind to thinking so early or so powerfully. We think that we have not overstated the matter. We have space only for a few bare hints, by which to indicate the character of the argument.

Now, if this is so, why should not that book, which states those subjects as no other can, and has placed them in such connections as to make them appear most simple, and impart to them the greatest significance,—why should not that book have its place as a regular textbook in every school of every grade? *That* education is incomplete that imparts only facts, and deposits them in the memory, however well remembered they may be; nay, it does not deserve the name of education. It keeps in the background the highest powers of the mind,—leaves them dormant and unoccupied, and thus prevents the man from *knowing himself*.

But there is another reason, though an inferior one, why the Bible ought to be a regular reading-book in all our schools. Its style and language give us an insight into the structure and force of the English language beyond any other book. Those whose first reading-exercises after leaving the speller, and most of whose school-reading, were in the Scriptures, know how much they are indebted to them for their familiarity with much of the grammar of our language, and how much the principles of grammar were simplified to them by their familiarity with the style prevailing therein. We are speaking only of the principles of the language: we do not claim perfect accuracy and elegance in style for them throughout. In the latter elements they are

some times defective. But with that abatement, they still are of the highest importance to a young learner for an easy understanding of English Grammar.

We have not space to enter upon illustration; nor do we deem it really necessary. A little reflection on the part of any one will satisfy him that, even in this respect, the Bible is of the greatest value.

Finally, is not the Bible, through the pulpit, exerting a most extraordinary educating power? It is God's great school-book, in which old and young can always find something great and wise and good and new,—something intelligible, too.

Such is the nature of the Bible, also, that even that which is too deep for us now suggests great and profitable things to us, and always instructs us and makes us think. It stirs up the soul to a consideration of its worth and glorious destiny, and awakens and sustains aspirations after the highest scale of being. Let the Bible, then, have its proper place as a reading-book, or more than a reading-book, in *all* our schools!

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## CULTURE OF LANGUAGE.—II.

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IN no one thing does the saying 'begin right' have a more forcible application than in education. If, in the study of our subject, it is borne in mind that language is the intelligent use of words, and that a word is a sign indicating the presence of an idea, we at once derive the grand natural law which underlies correct teaching—thoughts before expressions. The idea as naturally precedes the word as the germ precedes the tender plant. The first step in instruction should be by means of easy conversation and illustration, to produce a clear idea in the child's mind, and then to present to his eye the word which is its sign. Let him, by combining it with others with which he is already acquainted, thoroughly familiarize himself with it, so that afterward, whenever the idea is presented, the word will invariably follow, as its counterpart, or if he sees the word, the idea of which it is the sign will flash at once upon his mind.

In this combination of words is the first step toward a familiarity with language. Small results will be accomplished at first; but we are told not to despise the day of small things. Suppose the child already familiar with the meaning of a few simple words.

We may remark, in passing, that in giving this instruction the teacher can make a most profitable use of the blackboard. When properly used, its value is far greater than that of any tablet that can be produced. There is an advantage in presenting only one word at

a time, when the child's attention will not be confused by the presence of others. When mastered, it can be transferred to a list of words already appropriated, which is preserved on some convenient part of the board. The little pupil will take an especial interest in such a collection, regarding it as his own property. One of the most successful teachers we ever saw has such a list for continual use. To illustrate, suppose one to be made as follows: boy, dog, old, the, run, can, girl, good, my, red, is, ball, hen, on, bag, tree, an, sits, cat, ear, has, a. The teacher asks the pupil to take the pointer and point out the words which tell what the dog can do. The child passes to the board and selects in order the words for the sentence "The dog can run." Another, telling about the hen, selects "The hen sits on a tree," giving opportunity for the teacher to impress upon the mind of the class that they should never say "The hen *sits*." Another will say of the dog, "My old dog can run." Other simple sentences may be formed, as, "The ball is in the bag," "My cat has a red ear," etc. In such an exercise the pupil must first have an idea, after which he finds words to express it. If he reads the sentence from a card, the exercise is apt to become simply a repetition of the words, which is not in any sense a development of the mental faculties, but rather a dwarfing of them. Again, when he selects his own words, his utterance is more apt to be in a natural tone than when the sentence is drawn off from a card.

For children who are familiar with this exercise, the transition to the use of the slate and pencil is easy. The child can write or print the words on the slate in the same order in which they were selected from the board. In a short time he will be able to insert a word not in the list, if necessary to express his thought. A great part of the benefit of the exercise is lost unless the teacher gives it her attention, commending excellences, pointing out mistakes and seeing that they are corrected. Exercises like the foregoing can profitably be continued even while the pupils are reading through the primer. An excellent practice would be to encourage them to write a little story by selecting words from their list, similar to the one in their lesson in the book.

If instruction is properly given to young children, it is very largely oral. In the development of their faculty of observation, they are often called upon to tell what they have learned of things they have seen, or to describe objects to which their attention is directed in the school-room. In these familiar exercises, the best possible opportunity is offered to mould aright their forms of expression. They can as easily learn to say "The cow has two horns" as "The cow has got two horns," thus avoiding the very common but improper use of *got*. The expression "The horse has *no* horns" is decidedly preferable to that ungrammatical and inelegant one "The horse hain't got *no* horns." That teacher is singularly fortunate who can not remember the vast

amount of effort required to overcome a bad habit of speech, formed in younger days through the sufferance of those having his education in charge. In recalling our own experience, most teachers can see clearly the necessity of some course for obviating the same difficulties in the way of the little pupils under our charge. In general, it is better for answers to be in the form of a sentence. The exercise of acquiring the words necessary in giving such answers is an excellent one for increasing their vocabulary, besides correcting those blunt habits of speech which are apt to be taken for impertinence. The plea of 'want of time' to attend to these things is not a sufficient excuse for their neglect. *Take the time.* It is far better for them to get ideas and be able to express them intelligently in their own language, than to gormandize any number of pages in the primer or reader.

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#### MARVELS OF THE MICROSCOPE.—I.

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THE microscope is a *practical* educator of the most interesting and amusing character, and should be in every school. Miracles, in stead of marvels, we are almost warranted in calling the wonders of creation, animate and inanimate—mites made monsters by the magic microscope! Once Sir Isaac Newton expressed an opinion that the utmost limit of magnifying power would be twenty-five diameters. How far behind realized facts fall the predictions of England's profound philosopher! To-day we have microscopic power capable of enlarging objects to our vision more than a billion times, and more distinct than they appear to the naked eye! But microscopic instruments of power so vast are adapted only to the wants of scientific *savans*. What we every-day people need is a microscope magnifying from twenty-five to one hundred diameters. For all every-day practical purposes the lower power is most useful and entertaining. With it, if it be a good one, a boy or girl of ten years may seize upon a fly, flea, bed-bug, mote, or mite, clap it under glass, and lo! what a marvel is presented! What a magic revelation of God's creative power comes instantaneously under the observant eye! What to the unaided vision was but a mere speck, or uninteresting insect, stands there hundreds of times enlarged, every feature distinctly visible, its entire organism revealed. An hour's study of insects under the microscope is worth more to any man, woman or child than one month's reading of entomological books, because under the glass you have the object presented to the eye enlarged, and exactly as it really is, while in reading a description of the same object, the writer's mean-



ing may be obscure, or he may be telling us what he has only read of himself. In short, the microscope reveals

“Contrivance intricate, expressed with ease,  
Where unassisted sight no beauty sees;  
The shapely limb and lubricated joint  
Within the small dimensions of a point;  
Muscles and nerve miraculously spun,  
His mighty work who speaks and it is done!”

The objects suitable for microscopic examination are innumerable. Take, for illustration, the foot of a common house-fly. We have all noticed the ease with which he walks on the ceiling with his feet up, and perhaps we have wondered at this; but the microscope reveals two small, sharp claws, by which he lays hold of protuberances, and on further examination we find that he has two pads or spongy bodies between his claws, which enable him to adhere to smooth surfaces. Remove his proboscis and place it beneath the lens, and it will be found to be a wonderful and beautiful object. Shave off the front part of one of his eyes, wash it in a drop of water, and then examine it, and you will find a multitude of small eyes through which the insect looks in different directions; for his eyes are stationary. But the subject of ‘microscopic wonders’ is so vast that I must hold further remarks for future articles in the Teacher, by permission of the editor.

MICROSCOPIST.

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## SCIENTIFIC STUDIES.

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[Desiring to give more space in the Teacher to articles upon scientific studies, we have written to many prominent specialists, inviting them to give us a few articles upon methods of study, of science, books, etc. Below we give one response. We hope to hear further from the writer.—Ed.]

EDITOR ILLINOIS TEACHER—*Dear Sir:* I have the honor to acknowledge the receipt of your letter of Nov. 30, 1867. I am sure I can not do the Illinois Teacher better service than by recommending the editor to use his scissors on a little book of Charles Kingsley's—‘Glaucus’—republished in this country by Ticknor & Co. The pleasures and advantages of the study of Nature were never before so eloquently told—at least, never before so plainly and forcibly addressed to common readers. I have given away half a dozen copies to curious friends who wanted to know the *use* of studying Natural Science—meaning thereby (though they would not like to confess it) that they were puzzled to know how the thing could be turned into money! I am persuaded the great mass of Illinois teachers will need no argu-

ments on this score. Ignore all that nonsense about the 'advantages to farmers', etc. If there is aught of this in Natural Science, it is *purely incidental*, and comes more to the disinterested devotee than to the impudent seeker after some stray secret whereby to get more dollars.

Regular habits, temperance, industry, a naturalist must have; and the tendency to these induced by the study of Nature is almost the only practical advantage worth considering. Urge the main argument for the study of the Beautiful in all things: better seek *directly* that which contributes to happiness than get money to get a farm to work on, to get something to eat and wear, that we may live, to enjoy—*what!* "Whatever it has been worth God's while to create, it must be worth man's while to study": that is enough!

Touching my own favorite science—Botany,—you will find much pleasantly written on the subject of inducements to the study in some 'Preliminary Discourses' of Dr. Darlington's, published in third edition of the 'Flora Cestrica'.

I fear, after all, that it is difficult to describe the peaceful happiness that such employments bring. The intemperate base-ball player can not very well appreciate the enjoyments of a student. Better ask your teachers to read 'Glaucus' and then go out and try for themselves a ramble in the woods with their eyes open.

Very respectfully and truly yours,

M. S. E.

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## THE RATE OF BRITISH EXCHANGE.

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THIS is a matter treated so blindly in most of our treatises on Arithmetic, and so poorly understood by teachers, that we think the following, from the Hon. Amasa Walker's 'Science of Wealth', will be of value:

"It is well known that the ordinary rate of exchange between this country and England is from nine to ten and a half per cent. against the United States; but the explanation of this is not generally understood. The transportation of specie between the two countries, all charges and time included, costs only about one and one-quarter per cent. Why, then, this difference?

"When the American government was first formed, the old Spanish milled dollar was in use; and \$4.44 were equal to the British gold coin called a sovereign, or pound sterling. And Congress enacted that \$4.44 should be the rate at which the pound sterling must be computed at our custom-houses.

"Since that time, important changes have taken place; the relative values of gold and silver have changed. The latter has advanced, or the former declined. The American dollar, too, has been altered, so that it has a less quantity of silver; and our gold coins, also, proportionately. It therefore now takes \$4.86.6 in American coin to be equal to a pound sterling. Thus the

Actual value of the pound sterling is .....	\$4.86.6
Legal valuation.....	4.44.4
Difference .....	.42.2

which, it will be seen, is equal to very nearly nine and one-half per cent.; so that when exchange is quoted at nine and one-half per cent. it is really at actual par.

"Now, if this is the actual par value of the two currencies, it will happen that, whenever the market rate of exchange rises so far above nine and one-half per cent. as to be sufficient to pay the expenses of sending specie and a trifle *more*, then the specie will go forward.

"What these expenses are will be seen by a statement of an actual transaction between Boston and London, February, 1865:

Gold purchased.....	\$50,000
Insurance, one-half per cent.....	\$250.00
Freight to Liverpool, three-eighths per cent.....	187.50
Carriage, Liverpool to London.....	5.00
Selling commission, one-eighth per cent.....	62.50
Fourteen days' time lost, at six per cent.....	83.33
	<u>\$588.33</u>

These expenses are equal to about one and one-sixth per cent.

"There is always some risk that the specie sent forward may not hold out full weight; that is, that, owing to abrasion in use, it might fall short a trifle; so that, probably, in stead of one and one-sixth, the exporter of gold might as well have bought a bill of exchange, at one and one-quarter per cent.:

Then, if the difference in the par value of the two currencies is equal to.....	9.5
And the expense of remitting gold equal to.....	1.25
Real par value of exchange, total.....	<u>10.75</u>

it will follow that gold will not ordinarily be exported until the market rate of exchange is about ten and one-half to ten and three-quarters per cent.

"The same general principle applies to French exchange, which usually stands at about five per cent. against this country. It is only the difference between the values of the coins of the respective countries, as computed here."

## OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,  
SUPERINTENDENT'S OFFICE, *Springfield, Ill., February, 1868.* }

## EXAMINATION FOR STATE CERTIFICATES.

An Examination for State Certificates will be held at Mendota, La-salle county, on Friday and Saturday, March 13th and 14th, 1868. Teachers applying will be required to comply with the following conditions:

1. To furnish satisfactory evidence of good moral character.
2. To have taught, with decided success, not less than three years, at least one of which shall have been in this state.
3. To pass a thorough examination in Orthography, Reading, Mental and Written Arithmetic, English Grammar, Modern Geography, History of the United States, Algebra (through equations of the second degree), the rudiments of Geometry, and the Theory and Art of Education.

Applicants will also be expected to evince some elementary knowledge of the Natural Sciences, especially of Botany, Physiology, Zoölogy, and Chemistry, as these are essential to success in the more recent and improved methods of primary instruction; but the examination in these branches will be strictly rudimentary. Acquaintance with the school laws of Illinois, or so much at least as relates to the legal rights and duties of teachers, will also be expected.

The examination will be conducted by both the written and oral methods. Written answers will be required to printed questions, a specified time being allowed to each subject; while the applicant's practical teaching-power, knowledge of the theory and methods of instruction, of school management, etc., will be elicited by oral questions and answers.

It is the object of the law under which these examinations are held to suitably recognize and honor those experienced and successful teachers who have conferred character and dignity upon the profession in this state, and all such are cordially invited to attend. In authorizing the award of State Diplomas, valid for life throughout the state, to teachers of superior merit and ability, the legislature simply adopted and carried out the views and wishes of the teachers of the state, as repeatedly expressed and urged by them through the State Association, County Institutes, and other channels of public opinion; and it is hoped that a disposition may be manifested by the profession

to sustain the policy which they have inaugurated, and the legislation which they have secured.

Any one proposing to attend the examination will confer a favor by addressing a line to that effect to the undersigned.

NEWTON BATEMAN, Supt. Public Instruction.

[County Superintendents of Schools are respectfully requested to see that all teachers of superior excellence in their respective counties are informed of the time and place of the Examination.]

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## EDITORIAL DEPARTMENT.

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### EDITOR'S CHAIR.

VALUE OF EDUCATION.—There is a tendency at the present time, stronger than we could wish, to take the utilitarian view of education and of culture, and to demand that schools should keep in view simply that which will enable the youth to acquire more money, and to transact business better in after life. In certain aspects this is right. If culture is of no use, then, of course, it is not worth our while to labor for it. To this all agree. The difference lies in the meaning given to *use*. It is objected that an educated man makes no better farmer or mechanic than an uneducated one. This might perhaps be granted, so far as the mere manual labor is concerned, and still leave the argument for higher culture unimpaired; and yet, even this is not true. All experience demonstrates the fact that the education of the mind strengthens the body and renders it capable of performing more mere bodily labor.

Kane demonstrated this in his arctic voyages, when he, a slight, worn and diseased person, proved himself capable of enduring greater hardships than any of the sturdy sailors accompanying him. Strain, in his exploration of the Isthmus, a few years since, showed the same. His picked crew, of the most able-bodied seamen to be found, was utterly worn out by him, a slight and by no means strong person. All training of the mind conduces to health, and strength, and longevity, so far as it goes. We have often thought of this in connection with some observations upon the effect of education in the army. In the regiment with which we were connected there were two companies consisting almost entirely of town boys, rich men's sons, college students, clerks, etc.—all young and slight and unused to labor. The rest were mostly farmers. Two companies especially were composed almost entirely of stalwart men in the prime of life, from farms mostly. They looked down with disdain upon the puny boys, and prophesied their quick failure under the fatigue of the field. Note the result. They were alike exposed, alike endured the miasma of Young's Point, the labor in the trenches around Vicksburg, the marches and



countermarches, and the depressing influences of the Department of the Gulf. The two companies of boys — companies G and I, numbering respectively 91 and 84, lost by disease in two years and six months — Co. G, 5 men, and Co. I, 6. Companies E and F, numbering 90 and 100, lost 27 and 30 respectively. In other words, Co. G. lost 5 and  $\frac{6}{10}$  per cent., Co. I 7 per cent., and Cos. E and F 30 per cent. of their men by disease. Another noticeable thing was that there were always fewer of the boys in the hospitals. The same fact was observed in other regiments.

How is this very marked difference to be accounted for? We believe in a great degree by the influence of education. Education gives spirit, and resources against the depressing influences of camp life. The city boys knew better about food, and how to take care of themselves, and were not so given to gormandizing and patronizing the sutlers. The men from the country, relying on their strength, took but little care of themselves, followed the impulse of appetite, and yielded to discouragement and home-sickness, and died. They had no resources within themselves. The same thing was true of the officers: the cultivated and educated endured more and suffered less than the uneducated. If we were going to select a regiment of men for daring service, for enduring labor and withstanding disease, we would select if possible college students, or educated men.

TOO MUCH TALK IN SCHOOLS.—Mrs. Partington, in speaking of a certain well-known person of reputed eloquence, says — “He is a very *fluid* man.” Now this exactly expresses what seems to us the difficulty with many teachers, and one which it is the tendency of the times to increase rather than diminish. The true principle is laid down that a teacher *must* have life, animation and power — that he is not a mere machine to hear lessons, or to keep order; and the young teacher (and many that are not young teachers), hearing this, thinks that it must be lecturing and talk that are meant; and so he lectures, and talks, and explains, and is fluid, and dins, and repeats, and exhausts himself, and finds that, after all, his pupils make but little progress; and then he becomes discouraged. There is too much talk in our schools, and not enough thought. To some the teacher is merely a person put to turn the crank of a huge sausage-machine to stuff the gaping children who are waiting to be filled. Of course, then, the faster he turns and the more clatter of the machinery there is, the sooner they will be filled and the job accomplished.

We are always distrustful of the teacher whom we find talking much in school. The mighty swell and flow of *life* go on silently, the heart-beats may be heard, but they must be listened for; the rivulet babbles, but the Mississippi marches on majestic to the sea, and bears on its bosom the commerce of a nation.

Says one: Words were invented to conceal our thoughts; and it is too often the case in schools. Then, O Teacher, do n't talk to your pupils on any subject till you have thought it out *clearly* for yourself and have put it in the simplest form; and, above all, do n't cover the idea with words. Make your pupils talk to you; make them explain to you; show them their difficulties by adroit questioning, and lead them up to make the discovery of principles and of demonstrations for themselves. A principle discovered for one's self becomes a part of one's being, while one simply told by another is like the water gilding on cheap China: the first hard rub takes it off.

We once visited two schools standing side by side. In the one all was quiet — no loud talking, no lecturing, but the whole room was pervaded with life and work. In the other the teacher was wearing herself and her pupils out by her constant talk and laborious efforts; and yet there was not so much real life in her school as in the other. The one drew out, the other poured in; and a little reflection would have taught her that it needed not the rush and roar of Niagara to fill a pint cup. The one could teach without breaking down, the other in a few years would be compelled to leave the profession.

We would apply this especially to the so-called object lesson. It is of little value unless the pupil does the work, and not the teacher.

ANECDOTE OF GRANT.—We heard, the other day, an anecdote of General Grant that will bear repeating, and that is not without its bearing upon teachers. It is well known to all who have had any experience in the matter that it was with great difficulty that the volunteer regiments of our late army were brought into strict discipline. While General — then Colonel — Grant was with his regiment at Cairo, he issued orders that roll-call should take place at 7 o'clock. One morning he, in company with our informant, took a stroll through the camp at about 8 o'clock. In the course of their walk, they came upon a company drawn up in line for roll-call, under the supervision of the captain. Taking his pipe from his mouth, Grant said, "Why! how is this, Captain? was it not ordered that the roll should be called at 7?" "Why, yes, Colonel," said the captain, "but I ca'n't get my men up till 8." "Send the men to their quarters," ordered the colonel; "we will have no roll-call after time." The old soldier can imagine the condition of the men. Their day's rations depended on their morning's report, and none could be handed in, for there was no roll-call. That day the men were scattered in all directions, begging, borrowing and buying something to eat; and it is needless to say that after that they were 'up at roll-call'. The effect of that quiet decision upon the whole regiment was most beneficial.

Let teachers learn a lesson in governing from this, that it is not bluster and threatening, nor severe punishments, that are most effectual in governing either men or children.

CHROMOS.—In these days of object lessons, we need not say that pictures are great educators. It seems to us that teachers do not, in general, sufficiently realize this. Did they do so, should we not see the walls of every school-room, even the most humble, hung with pictures? The refining influence of a beautiful picture upon a school is very great. Fine engravings can by a little effort be obtained; but, after all, the child loves a bit of color better. It seems, even if intrinsically not so good an artistic effort as the engraving, to light up, as it were, the room. Upon the walls of our own school there hangs Marshall's Lincoln, and also a Red Riding-Hood in colors. Of course, the Lincoln is the finer; and yet, the bit of color attracts all eyes, and adds much to the cheerfulness of the room. It must be confessed that most colored engravings are mere daubs, while we know that any painting from the hand of an artist is beyond the means of nearly all. But the art of Chromo-lithography, as it is now advanced and perfected, obviates these difficulties. By it are reproduced, almost in fac-simile, and at a nominal expense, the works of the best artists. The Messrs. Prang, of Boston, have done much by their efforts in this direction to popularize art, and to put within the reach of the mass works to them

otherwise unattainable. We should be glad to see their productions in our schools. They offer to send specimens of their finest productions at a *very greatly reduced rate* to heads of colleges, superintendents of education, principals of high schools, and clergymen, who will call the attention of pupils and people to them, and explain what is intended by the art.

We would recommend for the school-room Tait's Groups, Bricher's American Landscapes and Autumnal Pictures, Lemmen's Poultry-Yard, and Correggio's Magdalena; also, the crayon portraits of Washington and Wife, and of Lincoln.

GRAMMAR SCHOOLS.—We have read with interest Rev. Mr. Harrington's lecture on 'Our Grammar Schools: why they do not furnish more and better material to our High Schools', read by him before the Massachusetts Teachers' Association at its last session; and while we do not agree with it in all its conclusions, yet we think it opens a question needing thorough discussion. Want of time and space forbid speaking farther of it, but we shall hereafter recur to the questions involved, and put them before our readers.

SCHOOLS FOR IMBECILES.—In the Eastern Correspondence of the California Teacher for November, the writer, in giving an account of his visit to the School for Imbeciles at Lakeville, Ct., states that there are only three others in America: one in New York, one in Massachusetts, and one in Pennsylvania. We would inform him that in this state there has been one in operation for two or three years, at Jacksonville, under the efficient superintendence of Dr. Wilbur, and that it is doing a good work.

HON. JOHN SWETT.—The December number of the California Teacher contains the Valedictory of Hon. John Swett, State Superintendent of Public Instruction, to school officers and teachers, in which he takes occasion to refute some charges that had been made against him in the political canvass. Mr. Swett returns to the profession of teaching, having been elected Principal of the Denman Grammar School, San Francisco. He may do this with the consciousness of having won for himself, during his five years' administration of the Department of Public Instruction, a high place among the foremost educators of our country, as a man of practical, sound, and far-reaching views, and fine administrative powers. Under his administration, and by his counsels, the school system of the state has reached a degree of efficiency and perfection far in advance of many of the older states—even of some in favored New England. California can not afford to lose such a man from her educational ranks; and, though we regard it as a great loss to her that he was not reelected, we are glad that he still continues in the profession he adorns.

#### COLLEGIATE EDUCATION.—

To President Board of Education—DEAR SIR I am in pursuit of a location for a High School or a graded school having read in your papers of the numerous openings in your city thought I would write you for information. I shall not be at liberty for some little time. I am a graduate of \_\_\_\_\_ College have taught High School in \_\_\_\_\_ also in this state my experience Teaching has been over three years.

If there should be any openings of the kind in your City would like to hear from you and the particulars both as to price wages and cost of living

Your humble servant

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The above is a correct copy, date and names omitted (for which the reasons

are obvious), of a letter making application as its contents purport. We insert it because of the evidence it furnishes of misdirected education. This one instance may be taken as the type of a large number of cases. The college referred to has a history of not far from a hundred years, and is one of the most esteemed of the higher institutions of the East.

The complaint is often made, in various forms, that the American people have not an ambition for that high mental culture and scholastic attainment which will bring to them literary renown and secure their highest development as a nation. It is said that, while our population and wealth are increasing at unprecedented rates, the patronage of higher literary institutions receives very gradual increase. This is undoubtedly true. To one seeking for the causes of these facts, the reading of the above letter suggests the query whether they do not lie, in part, at least, at the doors of these institutions themselves. A tree is known by its fruits; and while college-graduates advertise their diplomas in such tortured English as the above, what wonder that their 'alma maters' are brought into disesteem! What would be thought of the artist who should undertake the delicate mingling of light and shade in a landscape, while knowing nothing of the mixture of colors? Or how long would West-Point Academy sustain itself, should it send out its graduates to survey our harbors and construct our fortifications ignorant of the principles of geometry?

If our colleges would in reality be what they claim for themselves, let them see to it that all their graduates possess at least creditable literary attainments. Let it not be said that in orthography and use of words—two conditions essential to any degree of literary merit—they are inferior to many boys and girls graduating at our common schools. The ambition to swell the list of names on the annual catalogue, and the number of dollars in an almost depleted treasury, has been too great; and, as a result, many of the colleges have brought their own labors into disrepute, and weakened confidence in the rest.

The sentiment that there is an antagonism between the common schools and colleges has received utterance from high authority in our own state. How can this be? The common school has a course of study prescribed by law, beyond which it can not go; and there can be an antagonism only when the college descends from its position and undertakes to teach the branches of the former. Even our high schools can not pretend to give instruction in the higher studies properly belonging to the college curriculum. To suppose that the state should, by its educational policy or practice, discourage higher attainments by its children after they have left the common school would be as senseless as to think that a judicious parent would deny to his child at a certain age that food which his system naturally craves. The common school is at the foundation of the educational pyramid of our state, and the college at its apex. Whenever the latter undertakes to rear its portion of the superstructure without the discipline and rudimentary instruction of the former, it finds itself sinking to an unnatural level, and doing the work legitimately belonging to the institutions beneath it. Should colleges receive students only when properly trained in preparatory courses, then would they not bring reproach upon themselves by sending out graduates who would, in the elementary studies, be no credit to the common schools; and though college alumni would be fewer in number, the cause of true culture would be advanced, and colleges might vindicate their right to the rank to which they lay claim among institutions of learning.

**HALF-DAY INSTRUCTION.**—The Chicago Report, just issued, furnishes practical demonstration of the fact that small children will advance as well with three hours of instruction per day as with the usual number—six, and, also, inferential proof that the usual time of confinement in the school-room is not only unprofitable, but positively injurious. On account of its overcrowded condition, in one of the schools the system of half-day instruction was resorted to, and about 400 pupils in the four lower grades were placed under that régime. The average daily attendance was 392. In this number there were during the year 573 promotions in grade, or 1.46 promotions per pupil. In the same grades of pupils in all the schools the number of promotions was 1.15 per pupil, showing an increase in number of promotions of about 13 per cent. in favor of short sessions. As to thoroughness of instruction and standard for promotion, the examinations of the Superintendent showed a proficiency in scholarship which was fully equal to the average attainments of classes in those grades.

**SCHOOL TEACHERS** and active men, who find themselves at liberty this season, will do well to notice the advertisement of Mr. Chas. Bill for agents to sell Dr. Kitto's popular History of the Bible. The work covers the Old and New Testaments, and contains so much valuable information, so well arranged for reference, that it commends itself as almost indispensable to every private library. It is meeting with a large sale, as it deserves. The maps, illustrations, index, and chronological tables, add greatly to its value.

**BLACKBOARDS.**—A blackboard is a necessity in every school-room; a good blackboard is a luxury. Since the advent of the liquid slating, so called, good blackboards have not been so scarce as formerly. These slatings were a great improvement upon ordinary paint; but they have had one or two defects: they cut the crayon away very fast, and use up the eraser, besides its being difficult to erase the chalk-marks entirely. During last December, J. Davis Wilder, of Chicago, proprietor of a liquid slating, called at our school-room and desired the privilege of leaving a specimen on one of our boards. Without much faith in its being any different from the various kinds with which we were familiar, we gave him the worst board in the building, thinking that at least he could not do it any harm. The board is formed by a colored skim-coat, mixed with more binding materials than usual, over the ordinary plastering. The other boards made upon this plan have proved very good, but this had cracked, and was full of small holes and was very rough. Mr. Wilder filled the cracks, etc., with a preparation which he has, and applied his slating. We find that all he claimed has thus far proved true. It is very smooth, the mark erases easily, it can be written upon with slate-pencil, it is hard and will bear scraping, and makes altogether a very fine board. It is evidently an improvement upon other slatings with which we are familiar. It is furthermore cheaper than the advertised prices of other slatings; and we would advise our readers, if they have occasion for any, to give this a trial. Mr. Wilder give abundant references to many of our foremost educators, and devotes himself to putting his slating on any buildings needing blackboards. He may be addressed at 3 Lombard Block, Chicago. We write this notice because it confers a public benefit to introduce a good article for blackboard-surface into our schools, and not to puff any one's wares.

**NEW CONTRIBUTORS.**—Many of our readers remember the pleasant and prof-



itable visit made by the State Association to the Institution for the Education of the Blind during its session at Jacksonville, a year since. We are happy to announce that Prof. JOHN LOOMIS, the principal teacher in that institution, will be a contributor to our pages, giving some of the methods of instruction adopted there.

Prof. MOSES COIT TYLER, of Michigan University, best known as the English correspondent of the Independent for several years, says, "You may announce me as a probable contributor."

TWO LIES.—There are two statements concerning the Normal University, which I have seen in a newspaper, both of which are totally false; and, as I believe they were made with intent to deceive, by one who knew better, or ought to, I have called them *lies*,—see Webster's Dictionary.

One of these statements is, that the Normal School, by its Model Department, educates the youth of Bloomington and vicinity at the expense of the state; the other is, that this University is supported by taxes levied upon the people of Illinois.

In regard to the first statement, the fact is that the Model Department of this institution paid last year into the treasury of the Board of Education \$3485.07 more than the total outlay for its teachers. In respect to the second statement, the fact is that this institution is supported by the yearly income of a fund which the state borrowed long ago, and on which it pays interest at 6 per cent.; so that, in stead of spending the taxes of the people to support the Normal, it is true that, so far as the current expenses of the Normal are concerned, the people of this state pay interest on their debt at 6 per cent., while most debtors within the state pay at the rate of 10 per cent.!

I presume the teachers of the state hear these stories some times, and I have thought that they should be furnished with the truth in regard to them.

Normal, Jan. 24, 1868.

E. C. HEWETT.

## PERSONAL.

Prof. IRA MOORE, formerly of the Normal University, and Captain in the 33d Illinois Volunteers, has been appointed Professor of Mathematics in the State University of Minnesota.

W. C. M. LE FEVRE has been appointed, by the Board of Supervisors, County Superintendent of Schools for Ford county, in place of J. B. Randolph, deceased.

Miss A. C. HASSELTINE, for many years Principal of Bradford Academy, in Bradford, Mass., died in that town on Monday, Jan. 13th.

Miss S. A. GREEN, for twenty-four years — or since its organization in 1843 — the first assistant in the Female High School of Newburyport, Mass., resigned her position at the late anniversary of the school. Miss Green retires with the respect of the community, and the love of all who have been her pupils.

Prof. OLIVER AVERY, of Brockport, N. Y., has been elected Principal of the Normal School at Whitewater, Wis. Prof. A. is one of the leading educators of the Empire State. He will enter upon his duties at once, but the school will not open till April.

DIED.—In Galesburg, Jan. 7th, 1868, EDWARD WATERS, son of Junius B. and Nancy G. Roberts, aged five years and one month, of inflammation of the lungs, following the measles. In a moment or two after having distinctly called his mother to his side, this child of much promise passed very gently from the sight and presence of the mother to the sight and presence of the Good Shepherd who "gathers the lambs in his arms and carries them in his bosom."

We sympathize deeply with the afflicted parents. During the late Teachers' Association, it was our good fortune to enjoy the hospitalities of Prof. Roberts and family. The little child was then sick, yet no one thought for a moment of a fatal termination. So, one by one, the chains that bind us here are fastened above, to draw us thither also.

Rev. Dr. CHESTER DEWEY, Professor of Chemistry at Rochester (N. Y.) University since 1850, died recently in that city, aged 84. Prof. Dewey was born at Sheffield in 1784, graduated at Williams College in 1806, and four years later was appointed Professor of Mathematics in that institution, a position which

he held for seventeen years. For nine years subsequent to 1827 he conducted a boys' high school at Pittsfield, and until his appointment at the Rochester University a similar institution in that city. During his long and useful active life, Prof. Dewey was one of the most prominent of American students and teachers of the natural sciences, and contributed many valuable papers to the American Journal of Science and Arts. Botany was one of the branches to which he devoted special study, and on this subject he wrote several treatises, including a 'History of the Herbaceous Plants of Massachusetts', prepared under the authority of the state. Dr. Dewey preached as well as taught, and delivered during his term of labor nearly 8000 sermons and lectures.

THE late EDWARD D. KIMBALL, of Salem, left a bequest of \$2500 to the North-Parish Society in Plaistow, N. H., on condition that an organ shall be put up within one year; one of \$3000 to Calvary Church in Danvers, to be sensibly used in increasing the pastor's salary; and one of \$10,000 to the Atkinson Academy, in Atkinson, N. H.

MISS REBECCA P. BARRY, a teacher in the Winthrop School, has resigned, after a service of thirty-seven years as a teacher in the public schools of Boston. She has been a competent and faithful teacher, and has never lost an hour during that long term of service.

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## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

CHICAGO.—*The Dore School.*—With the beginning of the year, another new school-building—the Dore—was dedicated to the cause of education. The edifice is a substantial, plainly-built, four-story, brick structure, having accommodations for about 1000 pupils. Its interior finish and arrangements are neat, cheerful, and admirably adapted to the convenience of both teachers and pupils. The most notable feature in its plan and, at the same time, a most valuable acquisition in school economy, is the system of heating and ventilation, unlike any thing ever before introduced into the school-house in this country. The ventilation does not depend upon currents caused by a change of temperature of the air in the room, nor is the air warmed by coming in contact with a heated surface in the room. The ventilating and heating apparatus consists of two boilers—either or both of which can be used, as the temperature of the outer air requires,—in which the steam is generated, and from which it is taken to a chamber containing large coils of iron pipe (16,000 feet in all). Through these coils the steam passes, and from so great an amount of radiating surface quickly heats the air within the chamber. Leading from this chamber are the necessary passages for conducting the hot air to the different rooms of the building. Cold air is forced into this chamber by means of a circular fan, six feet in diameter, with convex wings, which is made to revolve 300 to 400 times per minute, as is necessary. The same power which forces the cold air into the chamber drives the heated air from it to all parts of the building, and also the vitiated air out from the different rooms through ventilating shafts constructed for the purpose. When in operation, the apparatus is capable of changing the air of the school-rooms once in from five to eight minutes. Should this system succeed, it will have the advantage of perfect ventilation at all times, and of supplying the building with an abundance of air which has not been partially devitalized by passing over red-hot surfaces, as is frequently the case where furnaces are used. By the use of the fan a current of air can be forced through the building in warm weather as well as in cold, giving an agreeable coolness to the air in the hot days of summer. This system has

been successfully introduced into very many of the asylums and public buildings of the different states, both east and west. The apparatus was put into the Dore School by Messrs. Walworth, Twohig & Furse, of Chicago. The dedicatory exercises were in charge of George C. Clarke, Esq., President of the Board of Education, and were exceedingly interesting. Speeches were made by the President; Gen. McArthur, of the Board of Public Works; J. F. Balantyne, of the Board of Education; H. H. Belfield, Principal of the School; Hon. J. C. Dore, first Superintendent of Schools in the city, in whose honor the school is named; J. L. Pickard, Superintendent of Schools; Alderman Woodard, and others. The exercises were enlivened by music, part of which was a song composed for the occasion by R. M. Guilford, of the Board of Education. An ode, 'The School Ma'am', by J. Mahoney, Principal of the Wells School, was heartily received and enjoyed by all. We give place to the remarks of the President and Superintendent, and to the Ode, as being of general educational interest and value.

Mr. Clarke spoke as follows:

*Ladies and Gentlemen:* We are assembled here to-day to celebrate the completion of a new school-building; and there are few events more worthy of public notice and congratulation. The completion of a new railroad line is celebrated with great éclat, because thereby is opened a new highway for the advance of commerce and its attendant, civilization. Public ceremonies and popular congratulations attended the inauguration of the lake tunnel, not alone because it was a triumph of engineering skill, but because through that sublacustrine aqueduct were to flow the pure cold waters from the deep cisterns of the lake, bringing health to the people of this crowded city. With greater reason do we honor with our presence and with our words the dedication of a new free school, because we are celebrating the opening of an *endless* highway for the progress of education and civilization; because from this new fountain will flow ceaselessly the pure streams of learning and refinement into the lives of the people.

Popular education is of modern, rather than of ancient growth. To be sure, Greece had schools, and so had Rome; but they were for the patricians, not for the people. In the early part of the Christian era schools prevailed; but they were ecclesiastical institutions — attachments of the churches.

Germany, of continental countries, took the first steps in this matter of popular education, and Luther, the Reformer, was very zealous in his efforts for the cause. Prussia followed Saxony much later, but since the beginning of this century has held the first rank in the reputation of her schools. Scotland is the only other European country that has any thing approaching a common-school system; but her schools are ecclesiastical, like those of the early Christians, and all under the charge of the Kirk. We can see the hand of Knox, the Reformer, here, as we saw Luther's in Germany.

England has nothing like a free-school system; but within two months, one of her ablest statesmen, Earl Russell, has introduced a bill into Parliament which provides for the establishment of common schools in every city and town of the United Kingdom. We can not but connect this move of the English Earl with the visit of his son Lord Amberly, some months ago, to Chicago and other cities of this country, which visit he made solely for the purpose of thoroughly examining our schools and their working, even to the minutest details.

France is as far behind as England; but what that little Illinois school-house that stood all summer amid the rich surroundings of the Paris Exposition, gathering within its plain but far from meaningless walls people of all ranks, from the lowest peasant to the Empress herself,— what this may accomplish I know not. I do know, however, that it has awakened inquiry, and from this inquiry will doubtless result progress.

In this country common schools were established early in the 17th century. New England, of course, led, and she founded her commonwealths on the two rocks of religion and education. Massachusetts passed the first educational enactment, providing that every township of fifty householders should employ one to teach the children to read and write. But Connecticut, though behind

Massachusetts in point of time, made even more liberal provision in her educational laws. The Governor of Connecticut, in reply to an address from the Commissioners of foreign plantations, said that "One-fourth of the entire revenue of the colony was laid out in maintaining free schools." I must, by way of contrast, quote the reply of the Governor of Virginia, who said: "I thank God there are no free schools nor printing, and I hope we may not have these hundred years." And these New-England people showed a remarkable pertinacity in clinging to the idea of popular education. The thirty-years war in Germany arrested the progress of education there, and closed the schools. But through the long and destructive wars with the Indians and the French, involving grievous taxation, the sturdy people of New England never thought of stopping their schools.

The example of the East was early taken up in the West, though the efforts of the friends of education were met at first with great opposition. It may not be known to many here that it was with great difficulty that an act was obtained from the Legislature giving authority to the town of Chicago to establish free schools. The proviso was insisted upon that the subject must be first submitted to a vote of the citizens, and when the question was so submitted, it was voted down. The story of the Chicago Mayor who helped to dedicate the first brick school-house — the Dearborn — in 1844, by prophesying that it would become a lunatic asylum some day for the demented advocates of its erection, is more familiar. And I have learned that when a gentleman who had identified himself conspicuously with the school cause was a candidate in 1845 for the position of Alderman from the First Ward, his election was strenuously opposed because he was thought to be in favor of too extended a system of free schools.

I speak of these things by way of contrast with the state of things at present. What the schools of Chicago are to-day, none of you need to be told. But I may suggest that the first regular organization of the schools upon any thing like a general system, and the first attempt (and it was a successful attempt) to grade them into divisions and classes, was made by a former School Superintendent, in recognition of whose services this beautiful school-house, that we to-day dedicate, is named the Dore. I know he appreciates the honor, and I think he must be very proud of this namesake of his. There may be, in other cities, schools of more ornamental architecture or more elaborate interior, but I doubt if you find one more convenient in arrangement or more inviting of aspect than this, to which, in behalf of the Board of Education that I represent, I now cordially welcome you all.

#### REMARKS OF SUPERINTENDENT PICKARD.

We meet to-day to make public the terms of a copartnership: it exists between the teachers of this school and the parents of the pupils who will be here. These partners have two places of business — the home and the school-room. The parent takes charge of the home business, and the teacher of the other. The gains inure largely to the benefit of the parents; the losses, unfortunately, are almost always charged to the other partner. Thus in this copartnership there is much of joy for the parents, since they can lose nothing, and something of sorrow for the teachers, since theirs is the burden and the blame.

I have a charge to make, and it is this: I charge you to be at your school-room early; to come with bodies freshened by rest; to keep sound and vigorous. I charge you to come with minds fresh and elastic, with hearts warm and forgiving, with spirits flushed with purity and devoted to truth, and in lively exercise of faith, hope, and charity. Faith in God; faith in humanity; faith in the final triumph of right over wrong. Hope, that the seed long buried will bring forth fruit; hope, that for the children the future may be even brighter than the bright present promises; hope, that all will feel the throb of that heart which said Go, and sin no more. Charity, which vaunteth not itself; that bears and hopes, and endures all things. If these words have their desired effect, we, too, should be able to say "I govern the boys; the boys the mothers; the mothers the fathers; and the fathers the nation." Through this our teachers will govern the nation.

In order to do that, you must govern yourselves. Let the result of the school-room discipline be that you, as well as your pupils, are made better. To be successful, the discipline must be such as will elevate both teacher and scholar. I trust that all the teachers may pass through here — all the troubles

and discipline—will end in making them more pleasant partners when they shall be transferred to the other place of business.

Mr. Mahoney recited the following ode:

#### THE SCHOOL-MA'AM.

I sing the school-ma'am's fame and virtues bright;  
To sound her praises who has better right?  
Who dares the handling of a theme deny  
To him who has that subject 'in his eye'?

A queen she walks, in beauty's witching sway;  
'T is chiefly *moral* beauty—let me say,  
Full voluble her gifts of tongue and pen,  
And sweet her smile—to marriageable men.

But woe to her if no strong warp of love  
Within her woof of life be warmly wove;  
If doomed life's weary thread to spin alone  
And waste away for children not her own!

Her hair-brained friends at whom her wits may scoff  
Are thoughtless, gay, coquet, and marry off;  
But she has gifts of mind; alas! poor creature,  
Thy rich endowments doom thee for a teacher.

Is modest softness in her act and word,  
No power can stay her 'going by the Board';  
But tone imperious, commanding mien  
And man-like force must mark the school-room's queen.

And for her kingdom, distant lands are drained  
Of raw material to be worked and trained:  
Minds blank as grocers' paper must, perforce,  
Bear copies fair, howe'er so brown and coarse.

The cultured branch, with luscious sweetness rife,  
May crown the rudest root with richer life;  
'T is thus we draw sweet sap from bitter wood,  
Trees can be grafted, would that children could!  
Howe'er we train, or prune, or water them,  
The fruit will savor of the parent stem.

There 's Patsy Horrigan, whose every shout  
Betrays his mother's gift of 'spaking out';  
Pugnastic restlessness and battles won  
Attest his claim to be his 'father's son'.  
He 's trained at home, for, be it understood,  
He 's never struck, except with sticks of wood;  
'T is only heavy blows he learns to prize,  
And laughs derision at the ruler's size.  
But use the rod when moral force is vain,  
And his mother 's at you like a hurricane.

Then Fritz Von Stickleback, with cheeks that tell  
Of hearty meals and peace of mind as well,  
With *will* developed at his seventh year  
Enough to stagger e'en a muleteer,  
Must not be thwarted in a hateful trick,  
Lest strict control should make the darling sick;  
For, while confessed to be a little wild,  
He 's still pronounced a good but willful child.

And Lulu Wintergrass, the rich man's pet,  
Must not be made o'er horrid tasks to fret;  
The road to knowledge must be smooth and clear  
For this assuming, saucy little dear.  
As well-fed Sambo, to the manor born,  
Would scout poor squatters with disdain and scorn,  
So Miss, full mindful of her father's cash,  
Thinks toiling teachers naught but 'poor white trash'.

Young Master Squareall, never made to 'mind',  
At home disports in riot unconfined;  
This little tyrant holds his home in thrall,  
Rules father, mother, cat and dog, and all.  
We love the brave, despotic little lark;  
But what a job to make him 'toe the mark'!

On these the teacher wastes her time and breath,  
Till comes repose in marriage or in death.

She, first, the many-headed Board must please;  
And next, the patrons of the school appease;  
And then the hulking principal;—well, well,  
Of that Grand Turk let other people tell.



Though little vampires, numbered by the score,  
 Draw life's keen energy from every pore;  
 Though imps of mischief on her tortured nerves  
 Dance tight-rope, from her course she never swerves.

The calm endurance of the martyred saint  
 Is hers, not hers to moan, or cry, or faint.  
 Her temper, tried and worn, must wear fine gloss;  
 Not hers the human right of being cross.

And, yet, she stands a mark to be reviled  
 By wrathful parent or unruly child;  
 Reviled by scribblers, who at vice will wink,  
 Then air cheap charity in printers' ink.

Thank Heaven for noble, lovely children, both  
 Of tender years and of maturer growth;  
 For those who children are in childhood's time  
 And full of manliness in years of prime!

Some lives to grace are trained, and some are born;  
 While others children seem of wrath and scorn;  
 And, after wearied efforts to reclaim,  
 'T is sad to find the ratio much the same.

In spite of civilizing arts and schools,  
 We still have Dorneys, Duffys, and McCools.  
 The knotty notions of the parent's pate  
 We may refine, but not eradicate.  
 Two boons we ask of gracious Providence:  
 For teachers *patience*, and for parents *sense*.

Three trades are game for every critic fool:  
 Religion, politics, and teaching school.  
 All other callings are, by calm behest,  
 Explained by those who understand them best;  
 But every wordy, theoretic leech  
 Can show you how to *vote*, and *preach*, and *teach*.

"Love all your pupils," moral suasion cries.  
 "Oh, yes, indeed," the pestered teacher sighs.  
 She loves like Irishmen, 'loves all she can',  
 Loves *ex officio*, like a clergyman;  
 But, save that glow seraphic from above,  
 'T is lovely creatures faulty mortals love.

Can you, my friend, though warm of heart you are,  
 Love every biped on a State-street car?  
 Yet must the teacher her poor heart enlarge  
 For every youngster in her motley charge.

But she has joys: few sweets on earth surpass  
 The teacher's pleasure in her little class;  
 In beaming faces, laughing eyes and bright;  
 In growing minds, reflecting new-found light;  
 In glad obedience to her gentle call,  
 With Heaven's own order smiling over all;  
 In these is happiness to be allied  
 To sculptors' raptures or parental pride.

No earthly happiness so sterling true  
 As daily reckoning the good we do.  
 Approving conscience—yes, but e'en a sinner  
 Gains self-approval from a hearty dinner;  
 And quite good consciences, like wives, will scold  
 When lodged in dwellings that are wet and cold.

Would you have teachers never fret or frown?  
 As once was said to Zaccheus: "Come down!"  
 The thoughts which most her hours of toil do bless  
 Are thoughts of pay-day and a new silk dress;  
 For chasing frowns there 's naught, depend upon it,  
 Like furs, and gaiters, and a stylish bonnet:  
 Although, in toil and patience, more than human,  
 She still remains (most strange to say) a woman.

My darling theme, dread cause of youthful tears,  
 And kind collaborer in these later years!  
 A New-Year's wish to you; 't is quick release  
 From school-room tasks, and, then, a life of peace.  
 Do n't wed a pedagogue; 't were sorry plight,  
 A loving couple 'talking school' at night,  
 And still, in dreams, with school-day troubles vexed,  
 In drowsy twists, and turnings, calling 'next?'  
 But may each one, in chains connubial wear  
 A stout mechanic or a millionaire.

May fate on you such precious gifts outpour,  
 From this auspicious opening of the Dore.

The Dore School commences with the following corps of teachers. H. H. Belfield, Esq., of the Jones School, Principal, assisted by Miss Ann M. Winchell, formerly of the Scammon School, Head Assistant; Miss Mary J. Coin, transferred from the Brown School; Mrs. Emily A. Chapman, transferred from the Ogden School; Miss Abbie Ward, Miss Kate Fomhof, transferred from the Foster School; Miss Mae Manford, Miss Frances Morey, Miss L. Florence Howe, Miss Augusta Anderson, transferred from the Bridgeport School; Miss Alice A. Bigelow, transferred from the Walsh-Street School; Mrs. Annack Rickerson, transferred from the Washington School; Miss Lucy A. Hyde, Miss Emily Humphrey, Miss Emma H. K. Wright, transferred from the Newberry School; Mrs. Carrie Barrows, transferred from the Dearborn School.

Morton Culver, Esq., has been elected Principal of the Jones School, in place of Mr. Belfield.

CRAWFORD COUNTY.—From the Report of the County Superintendent, for the year ending September, 1867, we take the following school statistics. We are very glad to see that our County Superintendents are very generally making reports and recommendations to the Boards of Supervisors, and then printing these reports for the information of the people. Such a course will have great power for good. But to return: Number of children between 6 and 21 years of age, 5,805. There are 5 private schools, with 144 pupils. There are 90 districts, 40 of which keep records according to law. There have been 11,212 days of school, taught by 64 male and 85 female teachers. The amount expended for all school purposes was \$18,104.43. Highest monthly wages paid, \$75; lowest, \$10. The Superintendent has visited 83 schools during the year; given first-grade certificates to 7 male and 5 female teachers, and second-grade to 58 male and 63 female applicants. Out of the 5,805 of school age, 4,700 attended school. The Superintendent makes some very good suggestions in his report, which we hope will have their due effect on the people of the county, in arousing them to a greater sense of the necessity of better teachers and better schools.

CAMP POINT.—At this place they have nearly finished a very fine school-building, large and commodious, at an expense of \$25,000. They have also furnished it with maps, charts, etc., and take great pride in their school. They pay their Principal \$1,500 a year.

ALEDO.—Pursuant to adjournment, a Teachers' Institute was held at the Public-School Building, Dec. 28th. The President being absent, Mr. Young was called to the Chair. The following was the order of exercises for the day. *Orthography*, conducted by Mr. Atwater; *Oral Arithmetic*, by Mr. Sherrer; *Reading*, by Mr. Young. On motion, a committee, consisting of Mr. Young, Mrs. Porter, and Miss Burbank, was elected to prepare a constitution and by-laws before the next meeting of the society. The Society then adjourned, to meet at Aledo January 11th, 1868.

W. McK. Young, President.

F. Moore, Secretary.

## NOTICES OF BOOKS AND PERIODICALS.

(14) We have here three more volumes of the Diamond Edition of Dickens, which, spite of all competition, still holds its place firmly in public favor. It needed not that Dickens should visit our shores to awaken an interest in his writings—though of course this has some effect, but he has long been a favorite with all. Not the select and cultured few alone read and enjoy his masterly delineations and creations, but common people every where do the same: so that not to have read Dickens, and not to know his various characters, argues one's self ignorant of that which pertains to the commonest culture. Little Dorrit, Bleak House, Oliver Twist,—what hours of pleasure do these recall! With Oliver Twist are printed Dickens's Pictures from Italy, and his American Notes, which last stung our vanity, and for a while damaged his popularity with us. But we have grown past the sensitiveness of boyhood now as a nation,

(14) LITTLE DORRIT; BLEAK HOUSE; OLIVER TWIST. Diamond Edition. Ticknor & Fields, Boston, Mass. \$1.25 plain; \$1.50 illustrated.

and, having come to the stature of a man, we can laugh at our own weaknesses, and enjoy the quiet ridicule of a friend. So Dickens is received with enthusiasm, and all his sins against us are more than forgiven. We need not repeat our commendation of the clear type and the beautiful get-up of these volumes; but we do say to all our readers, buy and read Dickens.

(15) WE are very much pleased with this edition of Virgil. Its size, the beauty of its page, the evident care and scholarship bestowed upon the notes, and, above all, its cheapness, make it the most desirable edition for the use of classes in our seminaries that we have seen. In the notes that we have examined there is no effort to show off the scholarship of the editor, and the mistake is not committed of doing all the work for the pupil; yet the notes are scholarly and sufficient. We think the publishers make good their claims as given in their circular. The notes are clear and concise, and adapted to the wants of students; the type and paper are good; the binding is in fine style; the size and shape are convenient; and the volume is afforded at a price that puts it within the means of students. The references are to Harkness's and to Andrews & Stoddard's Latin Grammars. The publishers offer to send to every teacher of Latin throughout the country copies for examination, gratis, on application accompanied by a catalogue of the institution with which such teacher is connected.

(16) THE first number of the Southern Educational Record is before us. It is well filled with educational miscellany and valuable articles upon various topics, and is devoted to the interests of education in the *South*. It urges upon the South the patronage of southern authors and publishers, and is thoroughly sectional in its tone. It seems a little singular to us at the North to hear the idea advanced that reading, arithmetic, spelling, and such, must be taught only from books pervaded by the southern spirit. It is a little singular, also, that this very publication is issued in the North, and is doubtless the work of Northern hands.

(17) THIS is intended to occupy a position intermediate between the author's Introduction to English Grammar and his Analysis. It is characterized by the same peculiarities as those books, but, to our mind, is better than either for general use. Not so technical as the Analysis, it yet applies the same principles to the analysis of sentences, and is very full in this department. To all who use Greene's Grammars we fully commend this book.

(18) HANSON in his Hand-Book of Latin Prose, and Hanson & Rolfe in their Hand-Book of Latin Poetry, met a public want, as has been shown by the favor with which these publications have been received. Tastes differ in regard to the authors, and the amount from each author, to be included; but it was generally felt that in some way the enormous cost of needed text-books must be diminished, while, at the same time, scholarly annotations and helps must be furnished. We are using both the above books with satisfaction in our teaching. The Latin Prose sadly needs revision, as at present it is too much of a conglomeration. The Orations of Cicero need to be brought together, and the notes also, while the Clavis needs to be fuller. Many have felt the need of a shorter book of Poetry, and this is to satisfy that want. It is the same as the larger Hand-Book, with the omission of Horace. We commend it to those who desire only a little Latin poetry.

(19) VICK'S Illustrated Catalogue and Floral Guide is before us, and, as we look over its pages, we long for a spot to call our own, in which to try some of the rare and beautiful flowers here described. But, alas! we can only urge others to cultivate flowers and to gather nature's beautiful things around them, and this we do most earnestly. Teachers, awaken a love for flowers in the minds of your pupils, and you will have conferred upon them a lasting boon. Mr. Vick's reputation as a seedsman is well established, and parties dealing with him may be assured of honorable treatment. The Catalogue embraces lists of flowers, seeds, bulbs, etc., and also of seeds for the vegetable garden. Send ten cents and get a copy.

(15) VIRGIL'S ÆNEID, with Explanatory Notes, Metrical Index, Index of Proper Names, etc. 415 pages. By Prof. Thomas Chase. \$1.50. Eldredge & Brother, Publishers, 17 and 19 South-Sixth street, Philadelphia.

(16) SOUTHERN EDUCATIONAL RECORD. Richardson & Co., 14 Bond St., N. Y. Quarterly. 25 cts. per annum.

(17) GREENE'S ENGLISH GRAMMAR. 325 pages. Cowperthwait & Co., Philadelphia.

(18) SELECTIONS FROM OVID AND VIRGIL: A Shorter Hand-Book of Latin Poetry. By Hanson & Rolfe. Crosby and Ainsworth, Boston.

(19) ILLUSTRATED CATALOGUE. James Vick, Rochester, N. Y.

(20) WALL MAPS are essential to the highest success in teaching Geography. This is acknowledged by all of our best teachers. Every school-house should be furnished with a good set. There are several different sets of outline maps—all very good; but there are no wall maps published in this country equal to Prof. Guyot's. Every teacher ought to give his directors no peace until they have purchased a set for the walls of the school-room. When this is done, and they are used by teachers, we shall find better progress in the study of Geography. We have examined with much pleasure Guyot's Classical Maps. For our high schools and seminaries they are just the thing, and should be constantly before every class in History or the Languages. We advise all who have such classes in their schools to make a strong effort to procure at least the large map of the Roman Empire, if they can not secure the whole set. This is now hanging upon the wall of our own school-room and we find it a matter of general interest, even to those who are not studying the languages.

(21) THE artist who would convey an idea of the scenery of a country presents here and there a view which is characteristic of the whole region, and by careful elaboration of a few scenes leaves a vivid impression of the whole. What is true in nature is equally so in history. As commonly understood, history consists of a statement of facts as they have occurred in time, which is voluminous, as the statement enters more or less into detail. From the facts so stated the historian must not vary, else he gains the charge of being unreliable. The book before us, when compared with such a work, presents much the same contrast as do the landscapes of the master artist beside the map of the topographer. Without entering into the detail of biography, it gives the prominent facts bearing upon the life of the Empress in such an animated style as to leave in the mind of the reader a vivid impression of her whole character. Herein, we apprehend, chiefly lies its romance; for in its important statements it follows closely the truths of history. The great popularity which the authoress has so quickly gained with all classes in this country is the highest commendation of the style in which her works are written. w.

(22) IN view of the prominence given to Latin and Greek in a liberal course of study in this country, it seems hardly credible that four-fifths of the common words of the English language are of Anglo-Saxon origin. Yet such is the opinion of those who have made language a subject of careful research. This fact alone is the best evidence of the necessity of the study of Anglo-Saxon by those who would become familiar with the history of our language. Its neglect may be accounted for by the meagreness of the Saxon literature when compared with that of the ancients; but the large element it forms in our own gives it a just claim to a place among the studies of higher institutions of learning. The reasons for neglecting this study hitherto—the want of proper aid—are happily removed by the publication of this manual. Comprising a grammar of the language, with glossary and selections from some of the Saxon authors, it contains within itself every thing necessary to an elementary acquaintance with the language. The author has done a good service in calling attention to this subject and in preparing a way by which the student can become familiar with his mother tongue. w.

(23) FROM a careful examination of these books we have received a very favorable impression. The system on which they are constructed conforms with more than usual care to the progressive stages of mental development. The most prominent feature is the numerous pictures and constant reference to familiar things and operations by which the object system of teaching is made more than ordinarily useful. We have never seen more happy illustrations of some of the frequently perplexing operations of this science. In the arrangement of the topics the books are in advance of most similar works. Addition and Subtraction are naturally counterparts of each other, and should be presented together: so of Multiplication and Division. From their similarity to whole numbers, decimals may properly follow them. But we would differ

(20) GUYOT'S WALL MAPS. By A. Guyot. Charles Scribner & Co., 654 Broadway, N. Y. Hiram Hadley, Agent, Richmond, Indiana.

(21) THE EMPRESS JOSEPHINE. An Historical Novel. By L. Mühlbach. D. Appleton & Co. N. Y. S. C. Griggs & Co., Chicago. \$2.00.

(22) A MANUAL OF ANGLO-SAXON FOR BEGINNERS. By Samuel M. Shute, Professor in Columbia College, Washington, D. C. Leypold & Holt, New York; S. C. Griggs & Co., Chicago. 195 pages. 12mo. \$1.50.

(23) FIRST LESSONS IN NUMBERS. ELEMENTARY ARITHMETIC FOR THE SLATE. By John H. French, LL.D. Harper & Brothers, New York; S. C. Griggs & Co., Chicago. 120 and 220 pages.



from the author in deferring the presentation of other fractional divisions of a number till Compound Numbers have been treated. w.

(24) To those who desire to become acquainted with the French language and literature these two volumes will prove very acceptable. The smaller one, of about 300 pages, consists of selections from different authors of the present century, with a short biographical sketch of each, and is well adapted as a Reader for our schools. The larger one, of about 400 pages, is taken from the *Matinées Littéraires* of Edouard Mennechet, and is rather intended to give a general knowledge of French literature. It commences with the origin and development of the language, and in subsequent chapters gives the leading features of the literary character of each century down to the end of the eighteenth, with some account of the more noted writers and their principal works. The author, however, is not satisfied with a dry recital of facts, but presents his ideas in a very spirited and attractive style. The neat appearance of the volumes fits them as well for the library as for the school-room.

(25) THIS work, which has been in preparation quite a portion of a quarter of a century, has at last made its appearance. The book is a *living fact*; for our eyes have seen it. And we conjecture that nothing will more surprise its friends than its appearance *so soon*. Having read the proof-sheets of the Differential Calculus, we know something of the character of the work. Our expectations, of course, were great, and a careful review has fully proven that they were not *too great*. In external appearance the book is a *beauty*. It is printed on the finest tinted paper, and, not only in subject-matter, but in all that pertains to the book-maker's art, it stands deservedly the highest in the Robinsonian Series. The author has treated the subject in a *masterly* manner; not so extensively as some, but more extensively than many. The various subjects have been treated not only *logically* and *progressively*, but *fully* and *thoroughly*. It is a very *superior* book, and will be *appreciated* by every lover of the beautiful and interesting science of the Differential and Integral Calculus. s.

(26) THE NORMAL INDEX is a 16-page journal of Literature and News, published at Normal, by E. D. Harris and John Hull, at \$1.00 per annum. It is intended to give a monthly record of the most interesting features of the Normal University in its daily work, and in the Societies and public meetings. Besides these, it contains valuable articles prepared expressly for its pages. It will be interesting to all former pupils of the school, and not alone to these, but to the public as well. The number before us is well filled with articles of general interest.

(24) LA LITERATURE FRANÇAISE CLASSIQUE, and LA LITERATURE FRANÇAISE CONTEMPORAINE. Leypoldt and Holt, New York; S. C. Griggs & Co., Chicago. \$1.75. 1868.

(25) A NEW TREATISE ON THE DIFFERENTIAL AND INTEGRAL CALCULUS. By I. F. Quinby, A.M., LL.D., Professor of Mathematics and Natural Philosophy, University of Rochester. Ivison, Phinney, Blakeman & Co., 47 and 49 Greene street, New York.

## National Lincoln Monument.

### ADDRESS TO THE PUBLIC.

OFFICE NATIONAL LINCOLN MONUMENT ASSOCIATION, }  
SPRINGFIELD, ILL., JAN. 24, 1868.

The National Lincoln Monument Association deem it proper at this time, to make the following public statement:

ABRAHAM LINCOLN was murdered on the 14th day of April, 1865. The sentiment of deep and universal grief caused by that event sought expression in various ways; and, among others, in the idea of a Memorial Structure that should for ever mark the place of his sepulchre, and fitly express the nation's sense of his illustrious character and public services. To this spontaneous movement of the public mind at that time this Association owes its origin. After several



preliminary meetings, it was formally organized under the provisions of law, on the 11th day of May, 1865, twenty-seven days after the assassination, and immediately entered upon the important work committed to its charge. Its numerous appeals for aid were promptly responded to, and contributions from all parts of the country, especially from soldiers and Sabbath-school children, flowed steadily into its treasury; and the Association anticipated the early realization of a sum sufficient to warrant the commencement of the work. But, with the lapse of time, the swift procession of great events in the national history, and the inevitable recoil of the public mind from the profound depression caused by the first terrible shock—public interest in the enterprise lost its original intensity, the receipts gradually fell off, and the bright promise of the first few days was not fulfilled. It had been the earnest desire of the Association to commence the Monument as early as the spring of 1866, but, under the influences above stated, the close of that year found them with but \$75,000 in their treasury, and it was the unanimous opinion that such a work as they desired, and would be expected to build, should not be commenced with so small an amount of funds on hand.

The contributions up to that time had all been made by the voluntary action of private individuals, schools, soldiers and others, in response to the various calls and circulars of the Association. There had been no meeting of the General Assembly of Illinois since the organization of the Association, and, of course, no appropriation in furtherance of its purposes had been made by the State. Hence, other States, which had been cordially invited to participate with us in the enterprise, while expressing through their chief executives, and otherwise, their warm sympathy and approval, reasonably enough intimated that Illinois herself should first act, after which we were encouraged to believe that they also would do something.

The Association were quite ready to accept this conditional promise of aid from sister States, because it was in itself reasonable, and because the prompt action of the Legislature of our own State, as soon as it should convene, was not for a moment doubted.

Accordingly, upon the meeting of the General Assembly of this State, in January, 1867, the Association presented a memorial asking for an appropriation from the State Treasury to aid in building the Monument; and to the honor of Illinois be it said, so heartily was the appeal appreciated and responded to by the representatives of the people of the State which had so honored and trusted Abraham Lincoln, and which he, in turn, had so honored and trusted, that the very *second bill* passed by that body last winter, appropriated \$50,000 to the funds of the Association.

Illinois having thus led the way in making a most generous appropriation towards this tribute of respect to the memory of the late President, and thereby satisfied the reasonable expectations and conditions suggested by other States, the Association anticipate the early and favorable action of the Legislatures of several other States, especially of those from which cordial assurances of interest and sympathy have been received, and are not without hope of the coöperation of so large a proportion of the States of the whole Union as to render the structure that shall be built, in the strictest sense, a *National Monument*—erected by glad offerings from every State and Territory of the Republic: for surely Lincoln was the gift of God, not to Illinois alone, but to the Nation and to the age.

It is proper also to refer again to the fact that all questions respecting the location of the Monument were long since determined and settled in the most satisfactory manner. We have obtained from the City of Springfield a perfect title to about six acres of most beautiful grounds, in Oakridge Cemetery, near the City of Springfield, which have been surveyed and platted by an eminent rural engineer detailed by the Government for the purpose, and who pronounces them susceptible of being made equal in beauty and attractiveness to any similar grounds in the United States. On this spot the dust of Lincoln now reposes, in a substantial temporary vault erected for that purpose, within a few yards of which the Monument is to stand. Oakridge is already connected with the city by horse railroad, affording ready access at all seasons of the year, and leaving nothing to be desired in the convenience and surroundings of the spot chosen.

Under these circumstances, being mindful that nearly three years have elapsed since Lincoln fell, and acknowledging and deeply feeling their responsibility to the donors of the funds in hand, and to the people of this State and of the whole country, for the faithful execution of the sacred trusts committed to them, the Association conceive that the time for decisive action has come, and that they must go forward with the enterprise in hand.

Accordingly, at a meeting held on the 2d instant, it was unanimously

*Resolved*, That the Association take immediate steps to procure a suitable Design for a National Monument to ABRAHAM LINCOLN, to cost a sum not exceeding \$200,000.

At a subsequent meeting, held on the 9th instant, it was ordered that an advertisement be published in certain designated leading newspapers throughout the United States, inviting the friendly competition of eminent American artists, and offering a liberal premium for the Design that shall finally be adopted.

The proposals and designs are to be submitted on or before the 14th day of April, 1868, being the third anniversary of Lincoln's death; and the work of construction is to be commenced as soon thereafter as practicable, so that good progress can be made during the present year.

The present available funds of the Association amount to \$134,000; consisting of \$84,000 of cash contributions, invested in interest-bearing Government and State bonds, and on special deposit with Jacob Bunn, Esq., of this city; and \$50,000 appropriated by the Legislature. The latter amount, under the provisions of the act making the appropriation, can not be used until the money now in the hands of the Association is expended in the erection of the Monument, and no interest, therefore, is accruing upon that sum.

It will thus be seen that about \$66,000 more will be required to enable the Association to build the contemplated Monument; and it is for the purpose of reenlisting the interest and efforts of those who have already aided and encouraged the Association, and of securing the active sympathy and coöperation of others, that this address is now issued. We have briefly referred to the origin of the corporation, the circumstances of its formation, its worthy and patriotic objects, the sacred trusts committed to it, its operations and results thus far, the cause of delay in beginning the work, the resources now at command, and its purpose soon to enter with energy upon the construction of the Monument—the specific work for which it was created.

Before the corner-stone is laid, we ought to have, and we hope to have, the whole \$200,000 in our treasury, so that the work may be pushed rapidly forward, without intermission, from its inception to its completion.

To secure the deficit of \$66,000 this appeal is made. It will be the last general call upon the people of the State and Nation that we propose ever to make. We want \$200,000 for this Monument. We believe that no less a sum will enable us to erect such a structure over the mouldering body of Abraham Lincoln as will comport with the lustre of his virtues and renown; the immortal acts to which he placed his hand; or with the genius, civilization and dignity of the country, the age and the epoch in which he lived.

But while it is our firm conviction, and we are not yet ready to believe that it is not also the feeling of the American people, that the sum named is not too large, we nevertheless deem it proper to announce that, if the \$200,000 can not be raised during the next few months, we shall adopt a plan that can be executed for a less sum, and do the best we can with the means then at our disposal. For of two things we beg to assure the public, and especially those who sincerely wish to honor the name of Lincoln: First, that a Monument shall be speedily begun; and second, that, when begun, it shall be speedily carried forward to completion. We are unanimously determined to adopt no Design which we can not clearly see our way to execute and finish; we do not intend to commence a structure beyond our means, only to leave its inchoate walls to crumble in the storms of waiting years. The lessons of derision and reproach taught by the miserable monumental failures, at the Federal Capital and else where, shall not be lost upon us. We say this in no spirit of boasting, or of superior wisdom, but only that the friends of our undertaking may clearly understand our intentions in this respect. The plan chosen shall correspond with our actual resources: and as soon after the laying of the *corner-stone* as is compatible with the time required for the mechanical execution of such a work, we expect to invite you to witness and rejoice over the placing of the *top-stone*.

It only remains, then, for us to renew our appeal for aid in behalf of this great and patriotic enterprise; and we do most earnestly call upon all in this State, and in other States, who love and venerate the name and character of Lincoln, and who approve of the proposed mode of expressing that veneration and love, to send in their contributions, without delay, to the Hon. Jas. H. Beveridge, Springfield, Illinois, Treasurer of the Association, so that by the 14th of April next the whole \$200,000 may be in hand. It can easily be done, if every one whose heart is in sympathy with the object will do what he can. To all such persons we would say, Do not wait for others, but act at once: do not wait till you can make a large donation, but forward what you can *now* give, however small the sum may be—the smallest donation, if freely given, is as worthy of record as the largest: the very ocean is filled with *drops* of water. The largest portion of the funds already received has come in the form of *many small* contributions.

We ask the Ladies to help us in this good work. Let but the tithe of the tact and energy and varied resources displayed by them during the war, in behalf of the soldiers of the Republic, be put forth in behalf of this memorial to the chieftain who guided the country safely through the fires of battle and revolution, and the few thousands, for which we wait, will soon be at our disposal. We therefore invoke their aid. We ask them to form auxiliary societies, or to adopt any other means that their fertile minds and loving hearts may suggest, to secure donations for this object, and that they forward to our Treasurer the funds that may be so raised.

To the Sabbath Schools in the United States we again appeal. To our former invitations, the great army of Sabbath School children nobly responded, and the tens of thousands of little mites contributed by them, became, when united, a golden stream pouring into our Treasury, more copious in the aggregate than that flowing from any other one source. When the Monument is built, more of its goodly stones will be the gift of little children than of any other one class of our whole population. Once more we ask you all to remember your dear, dead friend, Abraham Lincoln, and help us to make beautiful and memorable the place of his sleeping dust.

The children of the Public Schools, too, have already done well. Those of far distant California, by giving only a dime apiece, have sent us thousands of dollars. Shall not the school children of Illinois and other states do as well? Teachers and pupils of the public schools, we again commend the cause to your loving regard. Let every school district and school in the state and nation be represented in the Monument.

The Soldiers and Sailors of the Union will not forget their great leader, who fell with his armor on, just as the day of peace and victory was breaking. Thousands of your number have already borne a generous part in this tribute to the illustrious dead, and there are tens of thousands more who, we believe, will be glad to do so. You bore the burdens which made Lincoln immortal. You fought his battles and bore high the colors of the Republic. Will you not also bring garlands to his grave, and offerings to his memory?

To the Colored Population of the country we would say: We propose to do honor to your greatest earthly benefactor: whoever may cease to care for Abraham Lincoln, we are persuaded that his name will ever be green in *your* hearts. We acknowledge the receipt of very liberal donations from you already. May we not expect still greater? We are not sure but that if the subject of this Monument were properly presented to your people throughout the nation, that they would not insist upon taking the whole contract into their hands. Let us hear from you again, and often, till the deficit is made up.

But we must not prolong this address. To all the various Boards of Trade and Chambers of Commerce; to the various Lodges of Masons, Odd Fellows, and Good Templars throughout the country; to all Literary, Religious, and Benevolent Associations in the land; to the Churches of all denominations, everywhere; to every Individual who reveres the name of Abraham Lincoln—to you, one and all, we come with this our last and most earnest appeal for prompt and generous contributions for the National Lincoln Monument. Whether the structure shall be truly grand and worthy or not, still we believe that sage and seer, the good and true of every land and clime, will come to muse and pray beneath its shade. But we would that art and genius should pour their choicest treasures upon the work, whatever form it may assume, and that more than classic grace and beauty should breathe the sublimest inspiration upon it, and make it glorious—for, while it guards the dust of Lincoln, its grander mission shall be to tell our children and the world, from age to age, how priceless are the blessings, and how immortal the principles of Human Liberty.

RICHARD J. OGLESBY,  
ORLIN H. MINER,  
JOHN T. STUART,  
JESSE K. DUBOIS,  
O. M. HATCH.

JOHN WILLIAMS,  
JACOB BUNN,  
SHARON TYNDAL,  
NEWTON BATEMAN,  
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Price of coating surfaces, **8 cents** per square foot.

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I. WILKINSON, City Superintendent of Schools.

Jacksonville, Illinois, February 10, 1868.

A short time ago, Mr. J. Davis Wilder put upon the blackboards in my recitation room about two square yards of the Excelsior Liquid Slating. The contrast between the Excelsior and the rest of the blackboard was so great that at the first opportunity I employed Mr. Wilder to slate the entire surface. The Excelsior Liquid Slating is *most excellent*. In my opinion, there is none better. I cheerfully recommend it to School Boards and School Directors everywhere. I also recommend Mr. Wilder as one well qualified to put blackboards in the very best condition.

J. V. N. STANDISH, Prof. of Math. and Astronomy, Lombard University.

Galesburg, Ill., Feb. 15, 1868.

After a full and fair trial of a specimen of Mr. Wilder's slated surface, I became so well satisfied with its superiority that I have persuaded the Board of Education to employ him to refinish all the blackboards in my school-house, comprising about 2,000 square feet. His Slating answers completely every requisition made upon it.

Chicago, Feb. 17, 1868.

\* \* \* My blackboards are made with a colored hard finish. One of them was very defectively made, being rough, full of holes, and beginning to break away. Without any confidence in the result, for I have had much experience with the various slatings, I told Mr. Wilder to try his skill on this one. He did so, stopping the holes and leaving the board in a very satisfactory condition. It is smooth, the chalk marks erase readily, it does not cut the rubber, and does not use up the crayon as do many others. Mr. Wilder's Slating is certainly very good, making a much smoother and better surface than usual, and I am happy to commend it to all desirous of securing good blackboards. School Directors can do no better than to employ Mr. Wilder to slate their boards, as they will thus be sure of good results.

WM. M. BAKER, Principal High School.

Springfield, Ill., Feb. 15, 1868.

J. DAVIS WILDER, Esq.: The trial of your Excelsior Slating upon my blackboards has proved a decided success. The article is, in my opinion, preferable to any other in use for the production of a good blackboard surface.

Z. GROVER, Principal Dearborn Seminary, Chicago.

I fully agree with Prof. Grover in his opinion of the Excelsior Liquid Slating.

S. H. WHITE, Principal Brown School, Chicago.

# ILLINOIS TEACHER.

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## COUNTY OR DISTRICT NORMAL SCHOOLS.

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It has been apparent from the beginning that the Normal University is not able to supply the teachers required in the public schools of our state. The two hundred, or thereabout, that annually pass from its classes into the business of instruction are but a small fraction of the number of such instructors annually called for in Illinois. This fact has led some earnest friends of education to despair of ever accomplishing the needed results,— the filling-up of the educational ranks, and the formation of the proper public sentiment, by means of the institution.

And, indeed, the means do seem greatly disproportioned to the work to be done. At the present rate of production, how long, it is sometimes asked, will it be before the ten thousand schools of our state are taught by Normal graduates? And it is suggested that, until this is done, it can not be said that the portions of the state unsupplied receive any benefit from this enterprise set on foot for the use of the whole people.

Many things may be said by way of a somewhat satisfactory answer to these suggestions. Allow me to present a few of them.

1. It is impossible, and doubtless undesirable, to have all the teaching in the state done by the pupils and graduates of normal schools. What might be done with a complete system of such schools, like those existing in some of the European states, we can not say; but as things now are with us, it is certainly necessary to secure the coöperation, in the public-school enterprise, of other institutions of learning. Many of these are now doing yeoman's service in improving our popular education. Professors from some of our colleges are among the best instructors at teachers' institutes. The graduates of colleges contribute largely to enhance the dignity and improve the efficiency of the schools.

2. Every true normal student when appointed to a school does something more (as, indeed, every true teacher does) than the mere

teaching of that particular school. He becomes the centre of a healthful educational influence, that extends to all the teachers in his vicinity. And this not by loud professions of superiority, and a demand that he shall be recognized as a leader; but by a thorough, faithful and enlightened performance of his duties; by a quiet exhibition, in teaching and governing, of whatever excellence he has attained by the special instruction he has received. If his normal training has made him the master of better methods than he would otherwise have employed; if it has imparted to him a higher and more adequate appreciation of the dignity and importance of his work; if it has kindled within him a nobler and more generous enthusiasm for teaching;—if his normal training has done all this for him (and surely this is the least it ought to do), then his example and spirit will become contagious, and a whole township or county may thereby be stirred to greater achievements.

3. The members of the Normal Faculty give instruction, every year, to many hundreds of teachers who have never been students at the University. This is done at the State Teachers' Institute, and at the various county institutes which they find time to attend.

From these and other considerations that might be urged, it will appear that the influence of the Normal is by no means to be measured by the number of schools directly taught by its pupils. Its power has a much greater reach than that would indicate.

But, after all, the amount of normal instruction imparted in the state is far too little. Many more teachers ought to receive special training for their work. It is unquestionably true that Illinois needs more normal schools. And the question is, How shall this additional special instruction be furnished? Shall it be by the state at large, or shall portions of the state tax themselves separately for this purpose? For by the people in some public capacity must these schools be established, if they are established at all. Private enterprise can never meet the great want that exists in this respect.

Our preference is for a normal school in each county or in each district formed for that purpose. In some portions of the state one of these arrangements might be adopted, and in others the other. Some counties are abundantly large enough and rich enough to maintain each a teachers' seminary. In other sections a union of several counties into a normal-school district would be necessary. Some additional legislation would perhaps be required to meet the latter case; but single counties undoubtedly have the power, as the law now is, to establish and maintain such institutions. Let us notice briefly some of the advantages of this plan.

1. It will bring normal instruction into the immediate neighborhood of all the schools in the state. Are there not thousands of persons, who must and will continue to be employed as teachers, that

greatly need such instruction, but who, as things now are, either can not or will not avail themselves of the advantages of the central institution? And for these it makes little difference whether the number of state schools is one or three. Most of the reasons that operate against their going to Normal, say 150 miles from home, would be likely to operate equally against a distance of 100 or even 75 miles. For many of these teachers the normal school must be brought so near that the County Superintendents can, in some degree, require the candidates for certificates to avail themselves of its advantages. It must assume something of the same relation to the common schools that the county institutes now sustain to them. An efficient county superintendent can, by a gentle pressure, secure the attendance of most of the teachers of his county upon the sessions of an institute. To secure attendance upon a county normal school, if one were in successful operation, would be still easier, where such attendance should be found necessary. Local pride, a general interest in education, a desire to elevate the standard of teachers' qualifications, would all combine with the rivalry subsisting between different counties, to make the normal instruction practically effective in every district school.

2. Such a plan will impart unity and homogeneousness to the teaching in the different parts of the state, without imposing upon it any cast-iron sameness of detail. If there should be established three separate coördinate normal schools, our system of instruction would, so far forth, at once become triple-headed. There would be three independent, unrelated, ungraded institutions, each essaying to perform all the functions of all kinds of teachers' seminaries. But it is found useful in educational systems to economize the forces at command by grading,—by a division of labor that assigns a portion of the work to one agency, and another portion to another. By the proposed plan, a similar arrangement can be effected in respect to normal instruction. The county and district normal schools can devote themselves to the preparation of teachers for the common or district schools, and for the lower divisions of the graded schools. For this purpose their course of study may be made short, covering one or two years. The professional part of it may be made to consist of such practical directions as would be needed in the schools for which the pupils are preparing, accompanied by actual teaching, under careful supervision, in a model school. This will leave the Normal University at liberty to devote itself to those who desire a more extended culture, both professional and general, and who wish to prepare themselves for higher positions, so called. Under this arrangement its graduates ought to be fit to take charge of the local normal schools, or of the high schools in the more important towns. And it would not be unfair to expect that, in this way, it could and would furnish much of the normal instruction

required in the state. Here, it is evident, would be an element of homogeneousness. And yet, as the county and district normal schools would be under the control of local boards, the central institution would have no influence whatever, except what it could wield by its moral force and vigor.

3. In law it is said that the actual possession of a right, whether justly held or not, gives one an immense advantage. The plan of County Normal Schools has the advantage of being already in successful operation. By the untiring zeal and wise management of John F. Eberhart, Esq., Superintendent of Cook, a normal school for that county has been in operation at Blue Island since September last. It was established by the Board of Supervisors, and is maintained by the county. Thus far it has been a most undoubted success. Its principal is Daniel S. Wentworth, formerly of the Dearborn School, Chicago, and we have the utmost confidence in him and in the enterprise intrusted to his care. And we find a similar feeling of confidence among the people and the officials of the county.

But Cook was not to wear undivided laurels long. Peoria has followed closely in her course. The County Supervisors, in conjunction with the Board of School Inspectors of the City of Peoria, have established a similar institution for the joint benefit of that city and county, to be maintained at their joint expense. They are now in search of a live man to take charge of it. It is expected to go into operation in April. The County Superintendent, Mr. Worthington, in his able report on the subject, sets forth the relation of the school to the Normal University somewhat as we have aimed to state it in this paper.

Thus has this great enterprise been inaugurated, quietly and without a flourish of trumpets. We believe it is a wise and practical scheme,—a real step in advance. Two great counties have already committed themselves to it. Others are ready to follow in their footsteps. The wealth of this great state is increasing at an unprecedented rate. Many counties are abundantly able to incur, without feeling it, all the expense necessary for the support of one of these schools. And this is much less than one might suppose. Only the current expenses need to be provided for from the public treasury. In every county, towns and villages will compete with each other for the location of the school, and will gladly furnish buildings and grounds.

In our view, it is essential that, as our material forces are developing, moral and intellectual energies should keep pace with them. Let our wealth be in part devoted to education. And our appropriations for this purpose should be large in proportion as we are rich. We must not allow our material possessions to outgrow our appliances for soul-culture. If we do, our vast political and social machinery will surely go to pieces for the want of cohesive power,—it will be crushed by the weight of its own material prosperity.

RICHARD EDWARDS.



WHAT IS THY GARMENT?

---

UPON a picture fair and good  
A little child was gazing;  
And then the wondering questions came,  
So many, so amazing:

“The eyes, what makes them look at me?”  
For answer, all I told him  
Was just to kiss his own brown eyes,  
And in my arms to fold him.

But this did not suffice the child,  
This answer that I gave him;  
From all perplexity I hoped  
That my caress had saved him.

“What is the shining light I see,  
What makes the hair so glowing?  
What is he clasping in his hand,  
And what his garment flowing?”

You should have seen his pleaséd face,  
His brown eyes grow in brightness,  
As, all his questions answered, he  
Was off in childish lightness.

And I, left all alone, sat mute,  
One question still I pondered:  
What garment dost *thou* wear, I said,  
And oversaid, and wondered.

What wear we,—crimson cloth and fine  
Inwoven threads of golden,  
Perchance in color what we call  
The Tyrian purple olden?

What wear we? well, it matters not  
The texture, hue, or fibre,  
The fineness of the silk worm's web,  
The coarseness of the liber;

So that we have the garment on,  
The robe that gives secureness,  
So that our spirits all are clothed  
With truth and faith and pureness.

COMPULSORY EDUCATION.\*

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*Resolved*, That the state, having provided a generous system of education, ought to require the attendance at school of all her children between the ages of six and fourteen years.

This is a serious question, and we should not let our educational prejudices govern us in its consideration. Such a law would either greatly benefit our people, or it would remain a dead letter upon our statute-books. It becomes us, therefore, as teachers, directing to some extent the educational energies of our state, to look at it in all its bearings and be assured of its necessity and practical benefit before we urge the passage of such a law.

That a state has the right to furnish facilities for universal education is now pretty generally admitted; but compulsory education is a new idea to most of our people. The subject has received considerable attention in this Association at its previous meetings. It was discussed in Germany many years ago, and the arguments that are now being urged for or against such legal requirements were then doubtless brought forward. After much discussion and careful reflection, Prussia was induced by her leading educators to enact and enforce such a law, and the result has silenced all objections, and more than satisfied the expectations of its advocates.

Many of those who have written and spoken against this resolution entirely misrepresent the objects of such a law. Says Prof. Wickersham, of Pennsylvania, "I should not like to see an officer come into my house and say that I shall send my child to any *particular* school." Every body knows (and none better than Prof. W.) that such is not the object of the measure we urge. It is claimed by the friends of this salutary measure that a good common-school education is the birthright of every American child; that where parents, either through ignorance or willful neglect, will neither send their children to the public schools nor furnish them any proper facilities for acquiring a reasonable degree of intelligence and scientific knowledge, then the state has the right, and ought, to step in through her school directors and say "Sir—Madam—your son—your daughter—must be instructed. Choose you this day whether you will avail yourself of the benefits of the public school, or secure this end by private means."

But says Prof. W., "God has made me his parent, and I want to exercise the right to educate him." Very well, we reply; go on and do it, and no advocate of this measure will ever trouble you. But if you propose to let him grow up in ignorance, to form vicious habits and prey upon the community, then, sir, we propose to teach you and all other parents that the state has an interest in your child; that society has a right to protect itself against ignorance and its legitimate offspring, vice. I will not insult the intelligence of this audience by attempting to prove that education will prevent vice and crime. If there is any one here who doubts it, let him examine the records of our prisons and alms-houses, and see how very few of those unfortunate beings ever had a proper training in youth. When small-pox is prevailing, has the state a right to authorize municipal authorities to require vaccination as a preventive? No one doubts it. Has not the state a right, then, to authorize a moral and intel-

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\*An Essay by S. M. HESLET. Read at the meeting of the Illinois State Teachers' Association, at Galesburg, December, 1867.

lectual vaccination as a preventive of vice and crime? Is not that which corrupts and festers the soul more to be avoided than that which pollutes the body? If the child in its ignorance and vicious associations becomes a criminal, the parent is compelled to surrender it to public authority that it may be punished for its crime. Ignorance may mitigate the offense and lighten the penalty, but justice and the universal practice of our courts say the offender must be punished. The right to punish, then, implies not only the right, but the obligation, to educate, even by compulsion if need be. The homely old adage is applicable here, "An ounce of prevention is worth a pound of cure."

The man that will not feed and clothe his children is compelled to surrender them, that they may be fed and clothed at public expense. I trust the negative will not deny the right of legal interference in this case. Should not he, then, who starves the minds of his children be compelled to send them where mental food is furnished free of charge? If the body of the child, like that of the pig, is to be pampered for the slaughter, then compulsion in the former case should be approved, and in the latter condemned. But if the mind is worth more than the body,—if the latter is simply a tenement to be cared for for the sake of the mind,—then surely the state should compel the ignorant and vicious parent to allow his child time to obtain a reasonable education; indeed, if such kindly offices had been performed for such a man when he was a youth, it would have prevented legal interference in either case.

This, indeed, is a free country; but liberty is not license; many of our rights are limited by the rights of others. The parent who disregards the rights of society, and the welfare of his children, so far as to deprive them of the means of acquiring useful knowledge, has forfeited at least one of his natural rights. Nor is the legal interference we urge any greater than is now practiced by law in every state of this republic. When cholera prevails, every man is obliged to put his premises in sanitary trim for the safety of the community. Each individual is obliged to defray expenses of building a pavement or sidewalk in front of his house, or the public will do it for him at his expense. He may be willing to plod along through the mud, but his neighbors want a firmer footing. Hence he is compelled to make imaginary sacrifices for the good of the public. Civilized society—communities have rights, as well as individuals. It is quite common for those who have no regard for the rights of others to talk largely about their own rights. Let such persons perform their duty to their children and society first, and then talk about their rights. The legislation we urge would simply vindicate the rights of the child against the abuse of the right of the parent. When we become citizens of a state, we surrender some of our natural rights in order that we may be protected in others. Without this surrender there could be no organized society. In a state of barbarism there is less liberty than in a state of civilization. In the former, rights are protected or violated according to the amount of brute force that can be brought to bear in any particular case: in the latter, they are regulated by law. Hence we argue that no natural right is violated when a barbarous parent is compelled to send his child to school. Burlamaqui—an eminent writer on the nature of government and law—says "Civil liberty is far preferable to that of nature, and consequently that state of society which it produces is of all human conditions the most perfect, and indeed, to speak with exactness, the true natural state of man."

I would not like to see an officer come into my house and say that I shall send my child to school. We have become somewhat accustomed to this kind of talk. I would not like to have an officer come into my house and carry off my son to fight our southern brethren. No! I will fight first. Not another soldier, not another dollar. You can not coërcé a sovereign state. But the marshal did come, and my sons John and David were marched to the front. Yes, fellow teachers, the family-circle was invaded, and traitors in the North, as well as the South, were taught that the good of the whole can not be sacrificed to the ignorance and prejudice of individuals, even though it require them to lay down their cowardly carcasses upon the altar of their country. And thus the slaveholders' great rebellion was crushed, and "Liberty was proclaimed throughout the land, to all the inhabitants thereof." If we are to have a compulsory education or a compulsory draft, would it not be better to resort to the former, and thus avoid the necessity for the latter? If a general system of free schools and compulsory attendance had been sustained in the Southern States, it would have saved millions of money and tens of thousands of lives.

Self-preservation is the first law of our being; and this law applies as well to societies and states as it does to individuals. Every eminent writer on government and law tells us that a government is bound to preserve itself. Says the distinguished Vattel, "Since a state is bound to preserve itself, it has a right to every thing necessary to its preservation." What, fellow teachers, disquiets the mind of every intelligent lover of our country to-day? Is it intemperance? Is it Sabbath desecration? Is it the social evil? Nay: it is ignorance. For, were our children all taught that the occasional tippler soon becomes the habitual drunkard; that the Sabbath was appointed for man's benefit and not for God's; that a disregard for the proprieties and common decencies of life is followed by the most terrible punishments;—if proper illustrations of these evils were frequently presented for their consideration; if, at the same time, the good seeds of truth and honesty and virtue were fostered and cultivated until they should take root and possess the native soil of the heart,—soon no drunkard would disgrace our streets; no sound but that of praise and thanksgiving would be heard during the sacred day of rest; no dens of infamy would make the midnight air hideous with their bacchanalian revelry. The ranks of the low and the vicious are not recruited from those who are trained in our schools, but from that unfortunate class for whose benefit we urge the passage of a compulsory law. The truth of the proverb "Train up a child in the way he should go, and when he is old he will not depart from it," is sustained by all past experience. Then let us require all parents, by the authority of law, to send their children to school, that those who are growing up to be pick-pockets, pluguglies, cutthroats, and garroters, may be trained up to be useful men and women, thus preventing the outlay of another five hundred thousand dollars to build a penitentiary at Cairo. Let us have universal attendance at our schools, and we shall soon dry up the one at Joliet, and thus furnish suitable accommodations for the Industrial University.

If there ever was a country and a time when every child should be educated, that country is ours, and the time is the present. The great mass of the southern people, both white and black, are now being ushered into a new life. Every reasonable means should be resorted to to prepare these millions for the advanced civilization that awaits them. And while Europe is sending us

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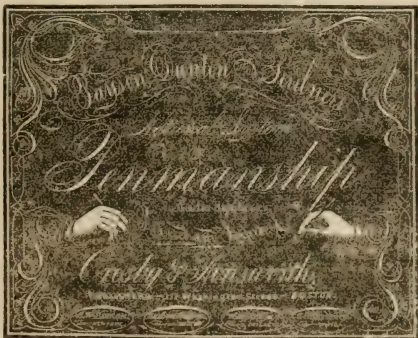
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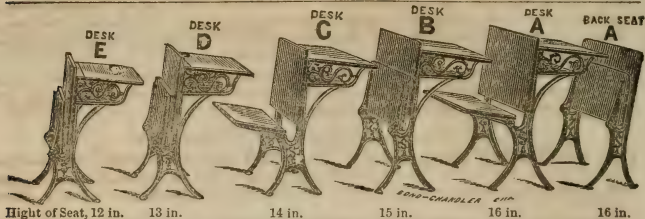
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many noble men and women, she is throwing an untold number of her ignorant and vicious population upon our shores. Thousands of these ignorant men become voters the next day after landing, and are ready to do the bidding of the demagogue who will contribute most to their appetites and passions. It is too late to save these men; but if we would preserve ourselves and transmit to posterity the precious boon of liberty, we must train their children up to better habits.

Would he be a safe mariner who is ignorant of both winds and waves? Would he be a trusty pilot who knows nothing of the laws by which his boat is governed? Is he, then, to be intrusted with that most powerful engine, *the ballot*, who knows nothing of the issues involved in a political contest? If it is replied that such persons are already intrusted with the ballot, admit it; but that we have suffered already from such irresponsible conduct is no reason why such ignorance and reckless voting should be multiplied and perpetuated in the persons of their children. Said the elder Beecher, "We must educate, we must educate, or we must perish." If it is objected that we are now educating on the voluntary system, let it be urged that thousands of those who are likely to become the most dangerous citizens are not reached at all, and thousands of others only receive a tithe of the instruction necessary to fit them for citizenship. Hence compulsory education is absolutely necessary to the very existence of a free government.

Again says Vattel, "All the citizens who form a political society reciprocally engage to advance the common welfare: since the perfection of the society is what enables it to secure the happiness of all its members, the grand object of the engagements and duties of a citizen is to aim at this perfection. A state, therefore, ought to prevent whatever may retard its progress. It has a right to enact and enforce every law without which it can not attain its own perfection and secure that of its members." Will any one argue that a state can arrive at any thing like perfection while one-third of its children are allowed to grow up in ignorance? A comparison of the enumeration of the youth of school-age in any of our towns or cities with the number in actual attendance at school will disclose the alarming fact that, after making allowance for those under six and over fourteen, at least one-fifth are deprived of school privileges.

Should not something be done to correct this fearful discrepancy? And is not a compulsory law the most practical remedy? If there are any persons present who still doubt the right of the state to interfere in this way, I suggest for their consideration the opinion of Dr. Hickok, one of the most eminent scholars of the age, who understands the limits and extent of our Federal Constitution as well, perhaps, as any other, and who writes from an American standpoint. Says he, "It is impossible that public freedom should be sustained, or civilization reached in its highest degree, without general intelligence. It is necessary to the ends for which civil government exists that popular education should be secure; and hence the promotion of general education is as truly a state duty, and its regulation as truly a state right, as the administration of oaths or the imposition of taxes. The state can not fulfill the ends of its mission without the right to regulate popular education. The state may levy a tax and compel attendance. If the intelligence of the people secure voluntarily the means of education and universal attendance, then the action of the state is not necessary; but if there be reluctance and delay and partial

attendance, and so far popular ignorance, the state has the legitimate authority to impose, collect and disburse the educational revenue, and compel a stipulated attendance on the means of instruction provided. All gross ignorance is so far a hindrance to public freedom; and while the state provides the means of universal education, no one has a right to execute his own choice by refusing attendance at school and continuing in ignorance.

"If any person enters into a copartnership with several others, the business of the firm is not directed by his individual judgment, but by the united will of the firm; and the company have a right to compel him to submit to that will so long as it is in accordance with the condition of the contract. A state, in many respects, is nothing more than a large company, and each citizen is mutually bound to be governed by the majority, especially when that majority is exercising its best judgment for the good of the whole."

Burlamaqui says "In order to make a law desirable, it must be possible, just, and useful." Now it is just as possible for the legislature to pass and enforce such a law as to pass and enforce any other feature of our school law. The measure proposed would surely be just, for it makes no distinction between the rich and the poor, the high and the low. Is it necessary to argue before this intelligent body that such a law would be useful? There can be no doubt that it would enable many children to obtain the elements of a good education who are now deprived of the privilege. Is the small amount of intelligence I possess useful to me? Is knowledge useful to you? I knew one of our own number to be removed from a situation because she wished \$30 per month, the board being unwilling to pay more than \$25. The same teacher afterward sought and obtained a more thorough education in the Normal School, and is now paid \$1000 per year, and is a great bargain to her employers at that. Is education useful to her? Is it useful to the thousands whom she may instruct?

Will it be urged, as I have heard on other occasions, that every mind that is worth educating will manage in some manner to obtain all necessary knowledge? Not so,

"Full many a flower is born to blush unseen,  
And waste its sweetness on the desert air."

True, many eminent scholars have struggled up in spite of disadvantages; but many more noble minds have languished in darkness for want of some genial ray to quicken their latent powers.

The negative will agree with us in urging the value of education, but argue that by attempting too much we lose all—by enforcing it, we are pulling down the foundations of our free institutions. They tell us that it may be right in Prussia, but wrong in a republic. This misunderstanding of our free institutions has given rise to a great deal of trouble in our country. Whatever is right in Prussia is right here. Right is not bounded 'by countries and time', for "God's eternal years are hers." It is true that certain measures may be expedient in a monarchy and not in a republic; but the measure before us is not of that character. If compulsory education has proved beneficial in Prussia, where the government is in the hands of the few, is it not more necessary here, where all are sovereigns? The nearer Prussia is to an absolute monarchy, the less it is necessary there; and the nearer Illinois is to a pure democracy, the more such a law is necessary here. In stead, therefore, of such a law being an anomaly here and a necessity there, it is just the reverse. Hence this argument, which is urged as a *reductio a principio*, proves



to be a *reductio ad absurdum*; for there is just as much political power in a republic as in a monarchy. The only difference is this: in a monarchy the power is vested in a king; in an aristocracy, in the nobles; in a republic it is vested in the people, and the will of the people, properly expressed, is sovereign. Is it reasonable to suppose that a measure which has been so beneficial in Prussia, which, more than any thing else, has enlarged the boundaries of liberty there, would be anti-republican here? Prussia believes in education. She has enforced it for thirty or more years. Austria believes in ignorance, and holds that it is the mother of virtue. During the last year these nations have been arrayed in hostility to each other, and it was found that 20,000 Prussians were more than a match for 40,000 Austrians. Tell us not that it was the *needle-gun*. Nay, fellow teachers, it was the improved judgment, the quickened perceptions, the great, educated, developed heart of Prussia that overcame all obstacles.

But again, it is objected that such measures are tending toward centralization of power, and therefore should be avoided. How absurd to argue that that which increases general intelligence would decrease public liberty! Show me a nation of slaves, and I will show you a nation over which ignorance broods as darkness did over the face of the deep. Show me a nation where intelligence prevails, and I will show you one whose people can not be enslaved.

Again: it is objected that such a law would require too much legal interference. If such is the case, then let us drop some other interference, the objects of which are unimportant, and substitute this as a necessity.

Another suggestion is to make our schools so good that all shall desire to attend. This is utterly impossible; for, the better our schools, the less is the affinity between them and certain classes of persons. The Great Teacher, who spake as never man spake, was spurned and crucified. If good teaching would always command respect, then should the ignorant and prejudiced have hung unceasingly upon his lips.

Without stopping to recapitulate, let me again urge that this compulsory feature be added to our school law, and soon

" Ignorance and superstition will for ever disappear —  
Vice shall hide its monstrous head,  
Oppression shall be hurled to earth,  
Her name — her nature withered from the world."

Then, fellow teachers, let our motto be Educate — educate: voluntarily on the part of the parent if we can, by compulsion if we must.

THE Library of Congress consists now of 175,000 volumes. Its law library numbers nearly 25,000 volumes, and is very valuable. By the purchase of the collection of Peter Force, it has become exceedingly complete in the department of American History and Antiquities. When European historians would write American history from original materials, they must henceforth come here to do it.

THE expedition sent out in search of Dr. Livingstone reached England January 19th, fully satisfied that he is safe and pushing on in his explorations. The natives who reported that he was murdered confessed that they deserted him, fearing that he was leading them into a hostile country.



## EDITORIAL DEPARTMENT.

## EDITOR'S CHAIR.

**SPECIAL NOTICE.**—Having entered upon our duties in connection with the Industrial University, we would request all exchanges and correspondence relating to the Teacher, communications, etc., to be directed to us as follows:

WM. M. BAKER,  
Industrial University,  
CHAMPAIGN, ILLINOIS.

**NATIONAL BUREAU OF EDUCATION.**—We have seen a letter from Hon. Henry Barnard, head of the Bureau of Education, in which he expresses great fear lest the House of Representatives fail to make any appropriation to continue his department. Under the cry of retrenchment, they have thus far made no appropriation for it, and it behooves every one interested in its continuance to write at once to our Representatives in Congress urging that the appropriation necessary be made.

The work accomplished during the first year is very great, and promises to be of especial value to the country, if it is permitted to see the light. We give a list as completed:

1. Report on the System of Public Schools of the District of Columbia, together with an account of the System, and Statistics of Public Instruction in the principal cities of the United States. 400 pages.

2. Report on the School Codes of the United States, embracing the first School Act of each State, with all the subsequent modifications of the same, and the law as it stood on the 1st of January, 1868, with the provisions that have been introduced into the successive Constitutions of each State on the subject of Schools and Education.

3. Report on the National Land Grants to the several states for educational purposes:—Part I.—Grants for Colleges of Agriculture and the Mechanic Arts, with an account of the Institutions which have been established on the basis, or with the aid, of these grants.

4. Report on Institutions and Agencies for the Professional Education of Teachers in the several States, including the State Normal Schools, City Training Schools, Teachers' Institutes, and State Teachers' Associations in each state.

5. Report on the Principles of School Architecture, and Plans for the Internal Arrangement, Ventilation and Warming of buildings designed for educational uses. Part II.—Plans for Graded Schools, with 250 Wood-cuts of buildings recently erected.

6. Report on National Education in Europe:—Part I.—Germany. Part II.—Switzerland.

**ILLINOIS INDUSTRIAL UNIVERSITY.**—This institution was formally opened on Wednesday, the 11th inst. The Inauguration Ceremonies, which were attended by a large crowd of the citizens of the cities of Champaign and Urbana, con-

sisted of the usual Religious exercises; Music, under the direction of Geo. F. Root; the reading of various letters from our Senators and Representatives in Congress, in response to invitations to be present; Introductory Remarks by Hon. S. W. Moulton, who presided; a very able address by Hon. Newton Bateman, LL.D., State Superintendent of Public Instruction; the delivery of the insignia of office to the Regent by Major-General Hurlbut; and the Address of the Regent. After these exercises were closed, all guests were invited to partake of a public dinner which the citizens had, with great liberality, provided. The occasion was one of deep interest. The institution is opening under very encouraging auspices, having now, in the second week of the term, some seventy pupils.

**GIVE CREDIT.**—We would respectfully suggest to some of our exchanges whether it is not generally esteemed courteous to make due acknowledgment for articles copied. We had supposed it to be so, at least. We have seen several articles boldly and bodily transferred from our pages without acknowledgment, and have said nothing. Lately President Fairchild's Address on the Coeducation of the Sexes, published by us last year, has been several times republished, without the slightest hint of any indebtedness.

**APPRECIATED.**—We are glad to perceive by the papers that our worthy publisher is appreciated by the good people of Peoria,—or certainly by the Odd part of them. Recently the Odd-Fellows of that city took him entirely by surprise by presenting him with a splendid silver tea-service, as a testimonial of their esteem and appreciation of his labors in their behalf. Although thus surprised, he proved himself equal to the occasion, and his impromptu reply to the presentation-speech shows that he can think and talk well, as well as print.

**THE DICTIONARY IN THE SCHOOL-ROOM.**—We would urge upon teachers a more constant and thorough use of the dictionary in the school-room. All are ready to admit the value of the dictionary as a book of reference, and it is found upon the desks of many teachers, being furnished by the school officers for the use of teacher and pupils; but in many instances we think there is not on the part of teachers a systematic training of their pupils in its use. Of course, if a teacher worthy of the name finds that there is no dictionary in his school-room, he will give the directors no rest until he is furnished with that *essential* article of apparatus. But we mean further, that the teacher should, both by example and by precept, encourage his pupils to consult it constantly. The boy who is to be a mechanic has first to learn the use of tools; and so it is a good part of education to know how to use books, which are the tools of the educated man. In the first place, the dictionary should be consulted at once in regard to every word about the spelling, pronunciation or meaning of which there is any doubt. Here let us say that the teacher should be on the watch for these things, and call the attention of pupils to any mispronunciation or misuse of a word at once. A great deal can thus be done toward the correction of the vicious habits of pronunciation, etc., which we meet on every side. But further than this, the pupils should be directed and encouraged to trace the derivation—the etymology of words: especially, to go back to the root-words and learn their meaning. Exercises on synonyms are also very valuable, and, after a little, pupils are earnest in finding synonymous words and in showing their various shades of meaning.

The great dictionaries — Webster's and Worcester's, but especially Webster's in its latest form — are cyclopædias of the language, and contain in them enough to reward diligent study. The last edition of Webster is especially valuable in its synonyms and etymologies, and these should not be neglected. The State of Wisconsin furnishes every school-district with a copy of this work. We would that our own state did so; but as she does not, teachers should give their board of directors no peace until it is purchased. Then let them add, if possible, a Lippincott's Gazetteer, a good general Atlas, and an Appleton's New Cyclopædia, and the teacher is inexcusable if his pupils do not improve. Let us add still further — the teacher is also inexcusable if he does not take good care of such books after they are once procured. Too many teachers have we seen who seemed to care nothing about the preservation of the property intrusted to their care. It would be, in our minds, sufficient reason for dispensing with the services of any teacher, if he neglected and suffered to be mutilated and defaced the furniture of his desk or the property of the district.

ARITHMETIC.—The importance of the study of Arithmetic no one will question. From very high antiquity, it occupied a prominent place in the common mind, and was honored more than any other branch of study. In early times, literary and scientific knowledge was divided into classes: the first was called the Trivium, comprehending Grammar, Rhetoric, and Logic; the second was called Quadrivium, comprehending Arithmetic, Music, Geometry, and Astronomy. These were styled the 'seven arts', and were supposed to comprehend all wisdom and all knowledge. One understanding the Trivium could explain the mysteries of books: if he understood the Quadrivium also, he "could answer all questions and unfold all the secrets of nature." Hence we see that Grammar stood in the gateway of the temple of science, and Arithmetic stood at the entrance of her innermost shrine. In order to obtain a knowledge of Music, Geometry, and Astronomy, it was necessary, first, to acquire the art of computation and the theory of numbers. Thus we see that Arithmetic, in ancient times, was regarded as an important study. It was ranked among the 'seven arts', and became a key to the higher branches of learning.

In modern times Arithmetic has maintained its high position in the minds of the people. We verily believe that both teacher and patron would prefer to strike from the course of study any other branch sooner than this. Of all studies it is considered the most practical. It is considered practical because a knowledge of it is supposed to fit a man for the business avocations of life. But *we* regard it as practical just so far as it develops the powers of mind, and makes man a thinking being. Arithmetic is *not* practical when it assists neighbor to cheat neighbor, and to get 'ungodly' gain. Life is *not* a cheat: it is *more*: it is the high purpose and noble resolve.

Tried by the test given above, how much of Arithmetic is practical? We have before us Robinson's Higher Arithmetic. As we glance over its pages, we class the following among the impracticable subjects: Reduction, Contracted Multiplication and Division, Circulating Decimals, Continued Fractions, Compound Numbers, Duodecimals, Ratio and Proportion, Custom-House Business, Equation of Payments, Alligation, Square Root, Cube Root, Arithmetical and Geometrical Progression, etc., etc.

But are not some of the foregoing rules practical? Is not Reduction practical? Will not the principles contained therein be called into frequent requisition in the numerous business transactions of life? Our answer is No. We

say this as a rule. We once knew a man who had been a practical surveyor for more than forty years. Descanting upon the utter uselessness of many rules in our arithmetics, he remarked that he had never used cube root in all his life, and square root but once.

What shall we say, then, of the different topics in our Arithmetics? They are all practical. They serve to develop the latent powers of the mind. What is termed the impracticable is not without its use. The discipline it gives is worth more than gold or rubies. Let Arithmetic be studied, then, as a means of discipline, and the practical will take care of itself. s.

WHEN ARE VICIOUS HABITS FORMED?—Lord Shaftesbury is said to have stated, at a public meeting in London, that he had ascertained, from personal observation, that of adult male criminals of that city nearly all had begun a course of crime between the ages of eight and sixteen; and that if a young man should pursue a virtuous life till he is twenty years old, there are forty-nine chances in favor of and only one against his continuing an honest life thereafter.

NATIONAL TEACHERS' ASSOCIATION.—The next meeting of the National Teachers' Association will be held in Nashville, Tenn., probably about the middle of August next. Below we give a notice of the proceedings of the people of Nashville, together with a copy of the joint resolution of the Legislature, in reference to the proposed meeting, by which it will be seen that the Association is most cordially invited to assemble there.

*Nashville, February 15th, 1863.*

Pursuant to a notice in the city papers of this morning, a meeting of the friends of education from all parts of the state was held in the office of the Superintendent of Public Instruction, in the Capitol. On motion, Colonel John Caldwell of Sevier county, was called to the chair, and A. V. S. Lindsley, of Davidson county, was appointed Secretary. The letter of Hon. J. M. Gregory, President of the National Teachers' Association, was read, stating the preference of that Association to hold its next annual meeting in Nashville, and inquiring in regard to the welcome and opportunities it may expect. It was also stated that the Senate and House of Representatives had unanimously passed a resolution inviting the Association to meet here, and tendering for its use the Hall of the House of Representatives and other conveniences of the Capitol. Various gentlemen expressed their views of the desirableness of doing every thing possible to welcome the Association here. On motion of Prof. John Ogdon, it was

*Resolved*, That we, teachers, superintendents, etc., earnestly sympathizing in the work of national and universal education, approve of the proposition of the National Teachers' Association to hold its next annual meeting in this city, as indicated in the letter of the President of said Association to our State Superintendent, and that we will most cordially welcome said Association, and do all in our power to extend the hospitalities of the city to its members.

On motion of Rev. J. G. McKee, Superintendent of Public Instruction of Davidson county, it was

*Resolved*, That a meeting of all friends interested be invited to assemble in the Senate-Chamber on Saturday, Feb. 22d, at 3 P.M., to confer fully on the propriety of inviting said Association to hold its next annual meeting in Nashville.

On motion of Rev. W. H. Pearne, of Memphis, Superintendent of Instruction for Shelby county, it was

*Resolved*, That the officers of this meeting be requested to publish a minute of its proceedings, and invite the teachers and school boards of this city and county to attend the meeting on Saturday, the 22d inst.

A. V. S. LINDSLEY, Secretary.

JOHN CALDWELL, President.

HOUSE JOINT RESOLUTION, TENDERING USE OF HALL AND SENATE-CHAMBER TO THE NATIONAL TEACHERS' ASSOCIATION FOR ITS NEXT ANNUAL MEETING.

*Be it resolved, by the General Assembly of the State of Tennessee, That, as the*

President of the National Teachers' Association has expressed to the State Superintendent of Public Instruction the preference of that Association to hold its next annual meeting in Nashville, the State Superintendent of Public Instruction be directed to extend to said Association the cordial invitation of this General Assembly to hold its next annual meeting here, and to offer for its free use the Hall of the House of Representatives, the Senate-Chamber, and other conveniences of the Capitol which may be required for the meetings of the Association, and of the educational organizations connected therewith.

Adopted February 15, 1868.

F. S. RICHARDS, Speaker of the House of Representatives.  
D. W. C. LINTER, Speaker of the Senate.

I, Andrew J. Fletcher, Secretary of State of the State of Tennessee, do certify that the foregoing is a copy of a joint resolution of the General Assembly of the State of Tennessee, the original of which is now on file in my office.

In testimony whereof, I have hereunto subscribed my official signature, and, by order of the Governor, affixed the Great Seal of the State of Tennessee, at the Department in the City of Nashville, this 22d day of Feb., A. D. 1868.

[SEAL]

A. J. FLETCHER, Secretary of State.

*For* Educational journals are requested to copy.

## PERSONAL.

OLIVER OPTIC.—This widely-known and popular writer for children is a school-teacher. Mr. WM. T. ADAMS—more generally known under the above name—was born in Medway, Mass., July 30, 1822, and therefore is forty-five years of age. He became a school-teacher at the age of twenty, and for twenty years occupied that responsible position with credit to himself, and to the satisfaction of the parents whose children were under his charge. For six years he was Principal of the Boylston and Bowditch Schools in Boston, and at one time had twelve hundred scholars and twenty-five teachers under his immediate supervision. But not alone in 'common schools' has he labored; for twenty years he has been a Sabbath-school teacher, and seven years a superintendent. The first volume of the Boat-Club was published in 1854, and since then he has written the various series herein enumerated, the sales of which have amounted to the numbers annexed: Boat Club Series, 6 volumes, sale 100,000 copies; Woodville Series, 6 volumes, 100,000; Army and Navy Series, 6 volumes, 75,000; Riverdale Series, 12 volumes, 125,000; Young America Abroad, 3 volumes (3 out and 3 in process), 25,000; Starry Flag Series, 3 volumes (3 out and 3 in process), 21,000;—total, 36 volumes, with a sale of 446,000 copies. In addition to these, Mr. Adams has written a popular spelling-book, two novels which have been well received by the public, and one volume of miscellaneous stories, thus making *forty volumes* from his prolific pen! What other writer, at home or abroad, can show such a record? It almost staggers belief, but 'figures won't lie'. His motto, in writing for the young, is, as he once gave it to a friend, "*First God, then Country, then friends.*" We think that every reader of his books will say that he has kept close to his motto. He is one of the few writers for the young that can be recommended with no reserve. We are proud of him as a school-teacher. His industry all can imitate; his peculiar ability as an author is his own. His magazine—Our Boys and Girls, a weekly,—in which the Starry Flag Series is appearing, is, in our estimation, one of the very best for children.

M. V. B. SHATTUCK, Esq., for a long time a prominent member of the profess-



ion of teaching in this state, and a frequent contributor to the Teacher, is now a teacher in the Public Schools of Memphis. He is the author of a School and Class Register, of which we have received specimen pages. From a careful examination of the system, we are much pleased with its simplicity, and think that it would be a valuable aid to a teacher in the daily management of a school.

DR. ALEXIS CASWELL, for about thirty-six years Professor in Brown University, but who four years since resigned, has been elected President of that institution.

MARRIED—On the 28th of January, 1868, at Batavia, by Rev. Robert Collyer, D.D., EDWIN BLACKMAN, Esq., of Chicago, and Miss CLARA M. TODD, late an assistant teacher in the Newberry School, Chicago.

—In Rockford, Illinois, Jan. 1st, 1868, by Rev. J. E. Walton, C. C. SNYDER, Principal of the North Union School, Belvidere, Ill., and Miss NETTIE FORBES, First Assistant in the Union School, Mt. Carroll, Ill.

#### COUNTY SUPERINTENDENTS — CHANGES.—

BYRON L. CARR, Principal of Central School, Waukegan, appointed Sup't of Schools for Lake county, *vice* H. H. Boyce, resigned: Post-office, Waukegan.

JOHN A. SUMMERS, appointed Sup't of Schools for Henderson county, *vice* M. H. Jamison, resigned: Post-office, Oquawka.

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## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

COUNTY INSTITUTES are announced as follows:

Macon county, at Decatur, March 30th.

Lasalle county, at Peru, March 31st.

Perry county, at Duquoin, March 31st.

Kane county, at ———, March 31st, four days.

Macoupin county, at Girard, April 6th.

Marion county, at Centralia, April 7th, four days.

Hancock county, at Carthage, April 13th, four days.

Mercer county, at Keithsburg, April 13th, six days.

CHICAGO.—One hundred and fifteen young M.D's. recently graduated from Rush Medical College.....Prof. J. R. Boise, who for more than fifteen years has occupied the chair of Greek Language and Literature in the University of Michigan, has connected himself in the same capacity with the Chicago University. The Professor was welcomed to his new field of labor by the former students at Ann Arbor resident in Chicago. With his advent among us there has been a valuable addition to the scholastic and educational resources of the state. We hope to give to our readers, in subsequent numbers, the benefit of the Professor's ideas upon classical instruction. In view of his departure and that of others from the state, the teachers of Michigan, at the recent meeting of the State Association, adopted the following resolution:

*Resolved*, That the educational interests of Michigan lose much in the removal to other states of such men as Professors Gregory, Boise, Ripley, and Gunn; and we lament that Michigan does not do herself the credit of discovering in the services of her own sons as great a value as other states can.

.....A Chicago Association of the Alumni of Michigan University has recently been organized.....Geo. W. Perkins, Esq., Superintendent of the City Reform School, has resigned.

CAIRO.—*High-School Report for December.*—Number enrolled, 69; number belonging, 69; average daily attendance, 688; per cent. of attendance, 99.7; tardiness, 0; number of tardinesses in High School since April 1st, 1867, 9..... An exhibition given during the holidays netted \$400, which is to be applied by the Cairo Public-School-Library Association to the purchase of books for the new library. The citizens have subscribed liberally to aid the project, and Cairo will soon boast a substantial library. E. P. E.

JACKSONVILLE.—Prof. Wilkinson, City Superintendent of Schools, reports in the Journal a very gratifying measure of success in their schools during the autumn term. The statistics are as follows: Number of pupils, 671 boys, 561 girls,—total 1,232; per cent. of attendance, 93 $\frac{1}{3}$ . In the High School the per cent. of attendance was—girls 94, boys 96 $\frac{1}{2}$ . Cases of tardiness, 245.

POPE COUNTY.—Superintendent Steyer reports, with much other matter of interest, as follows: The whole number of white persons under 21 years of age was 6,843; this is an increase of 371 children in one year. The number of persons between the ages of 6 and 21, that are entitled to instruction in our public schools, is 4,562; and the whole number of children attending school within the past school-year was but 3,189. By this statement you will find that we have 1,373 persons entitled to instruction that refuse to attend school. The total expenditure for all school purposes during the year ending Sept. 30th, 1867, was \$17,438.02, and as follows: paid to teachers, \$10,549.02; for new houses and repairs, \$5,612.12; paid to township officers, \$525.26; paid for fuel and other incidental expenses, \$751.02. Of this amount the state paid \$4,891.74, and the balance of \$12,546.28 was raised by special district tax. Within the past school-year I have examined 86 applicants for teachers' certificates, of whom I have rejected 32 for incompetency, and granted 54 certificates—43 to male and 11 to female teachers. I have issued 18 first-grade and 36 second-grade certificates. I have found, during the last year, that the school directors, in general, are better acquainted with the school law and their duties than ever before. They have been very careful in the selection of their teachers: many of them, before engaging them, came to me to inquire about the character, qualifications, and the government of this or that teacher in the school-room. Many of the directors have applied to me to send them a good teacher.

JOHNSON COUNTY Teachers' Institute held a three-days session in Vienna, commencing February 6th. It was well attended, and great interest was manifested by both teachers and citizens of the town. We had the usual exercises in the branches taught in common schools, which were rendered very interesting and instructive. The teachers returned to their labors invigorated and encouraged. Indeed, at no previous time have the friends of education in this part of the state been so hopeful and encouraged to persevere. Our whole country seems interested in the cause of education. The people are turning their attention from political issues to public improvements, and are imposing burdensome taxes upon themselves in order to support good schools and build fine school-houses. Why this portion of Illinois is denominated 'Egypt'—a name that savors so much of reproach—we know not. If moral and intel-

lectual darkness have existed heretofore, they by no means cover the face of Southern Illinois to-day. The Nile of educational interest and intellectual improvement has overflowed our modern Egypt, irrigating the soil of our minds, and the harvest promises to be plentiful. At the close of the Institute the following resolutions were adopted:

(1) That we tender our thanks to our excellent County Superintendent, J. S. Whittenberg, for his untiring energy and zeal in enlisting the interest of the teachers of the county in the Institute.

(2) That we tender our sincere thanks to the citizens of Vienna for their hospitality toward the teachers, and the encouragement they gave by their presence at the Institute.

(3) That we think the absence of a teacher from the Institute, without a sufficient excuse, a just cause for the revocation of his certificate.

(4) That the Secretary be instructed to transmit to the Illinois Teacher, for publication, a notice of the meeting of the Institute.

C. W. BLISS, Secretary.

LOGAN COUNTY.—From the annual report of the Superintendent of Schools of this county we take the following: There are in this county 10,613 white persons under the age of 21 years, of whom 6,556 are eligible to the benefits of our public schools; yet out of this number only 5,500 have been in attendance during the last year. The whole number of days that schools have been kept in the county, during the year 1867, is 16,438, while the grand total number of days of attendance is 377,193. There were employed during that time 177 teachers—85 males and 92 females,—who were paid \$34,348 for their services. There are, at present, 100 organized school-districts in the county, but only about half of this number are provided with houses that will accommodate the scholars belonging to them with any degree of comfort and convenience. In quite a number of districts school-houses have been erected within the past two years which would be a credit to any community. The amount of state and county funds received through the hands of the County Superintendent is \$7,790.55; of special district tax fund received through the hands of the collector, \$42,794.89. The available principal of the township fund is reported at \$43,985.90, and the interest received thereon during the last year is \$3,839.48. The total amount received by the township treasurers, including balance on hand Sept. 30th, 1866, is \$57,721.62, and the total amount expended during the year ending Sept. 30th, 1867, is \$57,660.08. The total expenditures of 1867 were about \$9,000 more than in 1866. It is asserted as a fact that can not be successfully denied, that our public schools, as a general thing, are in a far better condition now than at any previous time in the history of the county. The greater proportion of our present corps of teachers are of a superior class, their qualifications are better, and their services are more highly appreciated and better remunerated than has hitherto been the case.

POPE COUNTY Institute held its regular meeting on the 25th, 26th and 27th days of December, 1867. The meeting was a glorious success. All the teachers except eight were present, and appeared to be deeply interested in the proceedings. The exercises were conducted under the direction of the teachers themselves. The Committee on Work had assigned different subjects to different teachers, which were presented by them, and freely and fully discussed by the members of the Institute. The most prominent subjects presented and discussed were the following: Moral Instruction in the School-room, by G. W. Farmer; The Teacher outside the School-room, by S. W. Paisley; Self-Education, by W. P. Farmer; Graded Schools, by Joseph Rhodes; The Profession of Teachers, by W. V. Eldridge; How to Teach Arithmetic, by Miss M. Scranton; The Teacher's Position and its Responsibilities, by Miss L. Myers; The Advantages of the Blackboard in the school-room, by Mrs. Gordon. Essay: How

to make School Pleasant, by Miss Ellis; Writing and Reading, by Mr. Burnett. All the above subjects were, without an exception, handled in a manner highly creditable to the teachers introducing the same, and satisfactory to the members of the Institute. Lectures were delivered in the evenings by Rev. Mr. Cook, on Teachers' Institutes; and by Theodore Steyer, County Superintendent, on The Success of Schools. The general discussion which followed each essay secured a general interchange of opinion, and usually took a practical rather than a theoretical course. The second day new officers were elected, as follows: Theodore Steyer, President; I. E. Y. Hanna, Secretary; and Miss L. Ellis, Treasurer. At the close of the meeting, resolutions were adopted, recommending the Illinois Teacher, etc. The Teachers' Institute may be considered permanently established in Pope county. The success of the Institute is largely due to the untiring industry of the County Superintendent, Theodore Steyer, who is devoting his time and energies to increase the efficiency of our common schools.

I. E. Y. HANNA, Secretary.

#### FROM ABROAD.

NEW HAMPSHIRE.—The annual meeting of the *State Teachers' Association* was held in Concord, Dec. 12th and 13th, and was attended by a much larger number of teachers and the friends of education than usual. In the absence of the President, ex-Gov. Smyth, Amos Hadley, Esq., State Superintendent of Public Instruction, presided. The exercises consisted of the discussion of themes connected with the duties of education, the best methods of teaching the various branches, reading, and music, and were, many of them, of high order, and exceedingly interesting and profitable. Among those who took part were Profs. Sanborn and Woodman, of Dartmouth College; C. S. Richards, of Meriden Academy; Prof. M. T. Brown, of Tuft's College; and various teachers of high schools both in and out of the state. The exercises closed on Tuesday evening by a social gathering of the teachers in the High-School Hall, where the sessions of the Association had been held.....The *School for the Education of Teachers*, started at Concord in 1823, was the first of the kind in the United States.

VERMONT.—The *Vermont University* has 43 students in the regular course, 11 scientific, and 58 medical students.

MASSACHUSETTS.—The City of *Newburyport* has always kept its primary schools in separate buildings from the grammar schools; a plan which we believe to be much the better. In the report of the School Committee for 1867, now before us, we find that the city maintains 7 female primary, 6 male primary, and 4 mixed primary schools; 5 female grammar and 4 male grammar schools; 1 female high and 1 male high school;—all under the charge of 49 teachers, and carried on at an expense of \$25,744.68. The whole number of pupils attending during the year was 3,198, while the average attendance has been only 1,854. It will be seen that this city adheres to the system of separate education for the sexes, it having been one of the first cities in the country to establish a high school for girls.....*Boston*.—The Public Library numbers 136,000 volumes, which, reckoning 40,000 volumes to the mile, gives three and two-fifths miles of occupied shelving. In addition, it contains 35,000 pamphlets. During the year past there has been a circulation of 138,000 volumes. The Reading-Room receives 208 different periodicals, and has been visited during the year by 91,832 persons, 12,348 of whom were females.

The library is open on an average 278 days, and the total number of books in use in both halls the past year was 208,963.....The School Committee, having received a petition from certain citizens praying that corporal punishment be abolished in the city schools, after thorough investigation and discussion, have decided to continue the rule as heretofore. Their report upon the subject is an able and well-considered one.....Mayor Norcross, for whom a new school-building has been named, responds by giving \$500, as a fund the income of which is to be applied to the purchase of books for a library.....The titles of the Principals of the Latin, English, High and Girls' High and Normal Schools has been changed from Master to Head-Master; that of Sub-Master to Master, and that of Usher to Sub-Master.....The Massachusetts *Agricultural College* has all the students it can accommodate. The Trustees are about to petition the legislature for \$50,000 with which to erect new buildings. There has recently been a serious difficulty in the institution, arising from the expulsion of one of the students, who armed himself, and, in company with some others, attacked, in his room, another student, suspected of being the cause of his expulsion. In the affray weapons were freely used and serious wounds inflicted.....A new and elegant high-school building was dedicated in *Reading* recently. It is erected on the common west of the Old South Church.

RHODE ISLAND.—The educators of this state are making persistent efforts to secure the reestablishment of a State Normal School.

CONNECTICUT.—Secretary Northrop has been holding a series of Teachers' Institutes, which have been more largely attended than any others ever held in the state. The cause of education is beginning to occupy the minds of the people more than heretofore. The clergy of the different denominations have preached upon it, and the leading newspapers are giving prominence to it. Mr. Northrop receives more calls for lectures than he can meet. An association has been formed to secure, in cooperation with him, during the present year, addresses on education in every town in the state.

NEW YORK.—The *Cornell University*, at Ithaca, will begin operations next fall. Workshops, under charge of competent mechanics, will give practical instruction in manufacturing.....*Elmira Female College* has received an endowment of \$50,000, the Messrs. Maxwell, of Geneva, giving \$10,000. This will secure \$25,000 from the state, making the entire endowment of the institution about \$175,000.....*Genesee College*, located at Lima, Livingston county, intends to apply to the legislature for leave to move the institution to Syracuse.....*Albany* offers the Rensselaer Institute, at Troy, free house-rent and \$100,000, if it will remove thither.....*New-York City*.—The Citizens' Association, headed by Peter Cooper, have issued a strong protest against the increasing expense of sustaining the public schools. From an average attendance of 74,000 in 1862, at an expense of \$1,413,968, there has been an increase to 90,000 in 1867, at an expense of \$2,939,248. The Association, after deploring and deprecating the alarming increase of the expenses, requests Mr. Rice, State Superintendent of Public Instruction, to recommend the Governor to appoint commissioners to investigate the matter, and to report upon the steps that should be taken to secure the more perfect establishment, government, regulation and economy of the common schools in the City of New-York.....Thirteen public schools, with 60 teachers, was the accommodation for the rising generation of New-York City



34 years ago. Now there are 300 public schools, 2,000 teachers, and \$3,000,000 a year paid for the support of popular education.

PENNSYLVANIA.—*Alleghany College*, at Meadville, has had a military department added to its course.

MICHIGAN.—The attendance upon the *University* is as follows: Department of Science, Literature and Arts, 418; Medicine and Surgery, 418; Law, 387; total, 1,223. The combined libraries in the institution number 22,000 volumes. ....The *State Normal School* numbers 350 students.....There are in the state 7 cities which give their Superintendents \$1,500 and upward, and 8 teachers in public schools receiving \$1,400 and upward.....During the holidays the County Superintendents formed an Association, of which Sup't D. Putnam, of Kalamazoo, is President. A paper read by Sup't J. D. Pierce, of Washtenaw, urging the three-term system of teaching for general adoption, was adopted as the general sense of the convention. Steps were taken toward forming an organization of Superintendents of City Schools and Principals of Union Schools. ....The annual meeting of the *State Teachers' Association* was held at Lansing, commencing January 1st. Lectures were delivered by Prof. A. Winchell, of the State University, on 'The Uses of Science', and by Prof. J. M. B. Sill, of Detroit, on 'The Effect of Teaching upon Teachers'. Papers were read by Prof. Hewitt, of Olivet College, 'A Plea for a High Standard of Scholarship', by Prof. Payne, of Ypsilanti, entitled 'Normal Instruction'; by Prof. Wayland, of Kalamazoo, subject, 'The Authority of the Past in Matters of Education'; and by Miss A. C. Rogers, of Lansing, on the subject of 'Orphans' Asylums and Freedmen's Schools'. Prof. H. L. Wayland was made President for the ensuing year. The next meeting of the Association will be held at Adrian, Dec. 29, 1868.....*Olivet College* has received during the past year an increase to its permanent fund of between \$40,000 and \$50,000. A gentleman of New York has offered to give \$25,000, on conditions which it is thought can be easily complied with.....*Detroit* has 15,000 children for whom no schools are provided.

TENNESSEE.—The educators of this state hope to issue a school journal before the year expires.....The Memphis City Institute has voted to subscribe for 5 copies each of several educational journals—the *Illinois Teacher* being first on the list—for the use of the teachers in the public schools.

LOUISIANA.—The Constitutional Convention of this state have provided that all children are to be admitted to the public schools, without distinction, and no special schools are to be established for the exclusive benefit of any color. All public institutions of learning, including universities, wholly or in part under the control of the state, are to be open to all persons, irrespective of color. Articles were adopted which provide for the election of a Superintendent, to serve four years.

NEW MEXICO.—Governor Mitchell, in his recent message, states that in this territory, with a population of 120,000 people, there is not a single free school.

CALIFORNIA.—*Statistics for 1867*.—Number of white children between 5 and 15 years of age, 92,409; number of negro children between 5 and 15 years of age, 709; number of Indian children between 5 and 15 years, living under the guardianship of white persons, 1,231; total, 94,349. Number who have at-

tended school during the year, 54,726. Number of Mongolian children between 5 and 15, 412; number who have attended school, 218. Total expenditures for schools, 1,163,348.72. Number of male teachers, 616; average wages per month, \$77. Number of female teachers, 773; average wages per month, \$64. Average number of months of school, 7.2.....At the state election, Rev. O. P. Fitzgerald was elected Superintendent of Public Instruction, *vice* John Swett. The California Teacher—one of our best exchanges—remains under the control of John Swett, Samuel I. C. Swezey, and James Denman, except that the Superintendent will hereafter control the columns allotted to the Department of Public Instruction.....We quote the following from the Springfield (Mass.) Republican: *California Ahead in Educational Matters*.—A recent letter from Rev. C. L. Brace, of the New York Children's Aid Society, upon the Schools of California, particularly of San Francisco, shows in a striking manner what that young state is doing for the cause of education, and in some respects puts even Massachusetts to blush. Particularly in the matter of school-houses and the wages paid to teachers, is the Pacific State ahead of its older sisters. Some 20,000 scholars are now being educated in the free schools of San Francisco alone, where the appropriation for schools annually reaches \$350,000. The wages of female teachers in the city range from \$600 to \$1200 (gold) a year, board being about \$30 a month; and male teachers get from \$1200 to \$2500. In the country towns of the state women teachers command from \$50 to \$75 per month, board being about \$20; and the demand for good teachers is greater than the supply, though the state has an admirable normal school, which turns out a large number of good teachers annually. The culminating glory of the San Francisco school system is the *Cosmopolitan School*, on a plan so simple, but with obvious advantages so great, that it is a wonder the idea has not been seized upon by other cities in the country. The object is to enable children, at the time when the acquisition of language is easiest, to gain a thorough knowledge of a foreign tongue. Accordingly, primary schools have been opened, conducted respectively in English, French, and German, and these, by regular gradation, culminate in the 'cosmopolitan school', which is simply a high school where the usual branches are taught, but where most of the exercises are conducted in a foreign tongue, which the pupil thus learns, while at the same time he is thoroughly grounded in the ordinary branches of instruction. To this school the children of Americans are sent to learn French and German, and the French and German children to learn English; the latter being enabled also to preserve their own tongue in grammatical purity,—a great advantage in a mixed population, where a language not the vernacular so soon degenerates into a mere patois. California is as yet, we believe, unsuccessful in founding a college; but her free schools are second to none, and we of the East could copy some of their features to advantage, especially that of the 'cosmopolitan school'. All our larger cities should have schools of this character.

MINNESOTA.—An attempt to provide a commission to select a series of school-books for exclusive use throughout the state has been defeated in the legislature.....Prof. Ira Moore, formerly one of the Faculty of the Normal University at Normal, Illinois, has been appointed Professor of Mathematics in the State University.....Hon. Mark H. Dunnell, Superintendent of Public Instruction, has issued his report, from which we take the following statistics: Number of school districts in the state, 2,207; number of children between the ages of

5 and 21 years, 114,421; number attending school, 65,807; male teachers, 749; female teachers, 1,836; average wages of male teachers per month, \$34.61; of female teachers, \$22.28; number of school-houses, 1,406; built in 1867, 337, at a cost of \$331,219; amount expended for school purposes \$736,532. The permanently-invested school-fund is \$1,587,000. Only one-tenth of the school-lands have yet been sold. The fund will ultimately amount to \$15,000,000. The interest on this fund for 1867 will amount to \$117,435.

WISCONSIN.—*University*.—At a recent meeting of the Board of Regents, Prof. Fuchs resigned the Professorship of Modern Languages. Prof. J. B. Fenske, of Racine College, was chosen his successor. The following additional appointments were made: Prof. A. E. Verrill, of Yale College, to the chair of Comparative Anatomy and Entomology; Prof. John E. Davies, of Chicago Medical College, to the chair of Chemistry and Natural History; Prof. W. W. Daniels, of Michigan Agricultural College, to the chair of Agriculture. Initiatory steps were taken to secure the erection of additional buildings for the institution, and for the organization of the departments of Law and Medicine. The number of students in attendance during the past term was 362,—greater than ever at any time heretofore. A resolution was adopted expressing the strong approbation by the Regents of the management of the University by President Chadbourne..... We clip the following statistics from Governor Fairchild's recent message to the legislature: The number of children in the state between 4 and 20 years is 371,083; number who have attended public schools during the past year, 239,945; number of teachers required, 5,059; number of schools visited by County Superintendents, 4,223; average number of days each attended school,  $71\frac{1}{4}$ ; total value of school-houses and sites, \$2,522,726; total amount paid for school purposes, \$1,803,378. The total productive school-fund is \$2,096,307.60; receipts of the school-fund income last fiscal year, \$165,097.97; apportioned by the Superintendent of Public Instruction, \$166,619.70. 413,897 acres of school-land remain unsold. Total productive Normal-School fund, \$602,791.92; receipts of the income fund last fiscal year, \$38,035.89; amount of income fund in the State Treasury at the disposal of Regents, Jan. 1, 1868, 29,227.25. 480,520 acres of Normal-School lands remain unsold. Of the University lands, 14,991 acres, and of the Agricultural lands, 223,869 acres, remain unsold. The total productive fund belong to the University is \$215,298.83. The receipt of the income fund for the last fiscal year amounted to \$18,338.24. The expenditure for school purposes was more than a half million dollars greater than for the year previous. A new Normal School will be opened in Whitewater in the spring, and the Regents have resolved to establish one in the City of Oshkosh as soon as a building can be erected. The University has been filled to overflowing during a portion of the past year, and the Regents ask the erection of an additional building for the accommodation of students. One hundred and fifty young men have been connected with it the past term. A careful canvassing gives the following result as to the business or profession which they intend ultimately to pursue: Law, 21; Medicine, 14; Ministry, 7; Agriculture, 7; Mercantile pursuits, 6; Teaching 5; Civil Engineering, 3. 67 are studying to acquire an education that will fit them for any pursuit.

MISSOURI.—The school-fund of this state amounts to \$1,865,071, to which is to be annually added one-fourth of the whole state revenue. The number of teachers of public schools is 6,262. At the close of the Rebellion there were in

the state only 1,264 schools, and the State University had been converted into barracks for soldiers. In less than three years 4,840 schools are filled with over 200,000 children, and the University is crowded with students. The capital of the school-fund has been more than doubled.

KANSAS.—From the report of the Principal of the *Normal School* for the year 1857, contained in the *Emporia News*, we take the following statistics: Number of pupils in the Normal Department—ladies, 75, gentlemen, 55; in the Model Department—girls, 15, boys, 12. This is certainly a large number for so young a state, and shows that the institution is taking strong hold of the people. Professors Kellogg and Norton being both graduates of our own normal school, the people of Illinois may feel a commendable pride in their success. The report is plain and practical, containing some details of the methods and aims of the instruction given, with the other usual matter; as also letters from prominent educators of eight other states giving information respecting the normal schools in their respective states.....*Lanc Univer-*  
*sity* has now 110 students.

INDIANA.—The number of school-children is 577,000; excess of males 20,000; number not in attendance at school, 160,000; number of teachers, 10,000; average compensation of male teachers in high schools, per diem, \$3.57; of female teachers, \$1.87; of male teachers in primary schools, \$1.84; of female, \$1.45; number of school-houses in the state, 8,360; value of houses and furniture, \$5,088,346; number licensed as teachers in 1867, 7,565; number rejected, 596; licenses revoked, 36; total amount of school-fund held by the state, January 14, 1868, \$8,194,961.25; productive school-fund, \$7,070,477.90. Of the productive school-fund one-half bears 7 per cent., and the rest 6 per cent.

OHIO.—The whole number of youth of school age is 1,010,95,—an increase of 44,892 since 1866. The number of colored youth is 25,131.....Of the 22,445 children in the public schools of Cincinnati, 10,122 are studying German.....*Miami University*, at Oxford, commenced the current year with 83 new students. The friends of this institution entertain sanguine hopes that they may secure the Agricultural-College grant made last year to Ohio.....*Obertin*.—We are indebted to Pres. Fairchild for a Catalogue of this college for 1867-8, from which we take the following statistics: Number of students in Theological Department, 11; in College Department (gentlemen, 111, ladies, 8), 119; in Scientific Course, 34; Preparatory Department (gentlemen), 484; Young Ladies' Course, 190; Ladies' Preparatory, 294;—total, 1132,—being 640 gentlemen and 492 ladies.

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### MISCELLANEOUS.

THE works of the Australian Paper Company, at Melbourne, the first of the kind established in the colonies, are now completed, and on the arrival there of Prince Alfred, he was to make the first sheet of paper manufactured in the Southern Hemisphere.

PRUSSIA teaches seven languages in her primary schools. They are, in the order of the numbers of children studying them, German, Lithuanian, Wend, Moravian, Walloon, Tcheque, and Dutch.

THE following conjugation of the verb *to do*, originating, we believe, in Peoria, has been going the rounds of the local press. We give it as scarcely an exaggeration of a certain style of speaking, and of writing too, that is occasionally met with in the West, though its habitat is the South.

*Present tense — not used.*

*Imperfect.*

I done it.  
You done it.  
He done it.

*Plural.*

We uns done it.  
You uns done it.  
They uns done it.

*Perfect.*

I gone done it.  
You gone done it.  
He gone done it.

*Plural.*

We uns gone done it.  
You uns gone done it.  
They uns gone done it.

*Pluperfect.*

I done gone done it.  
You done gone done it.  
He done gone done it.

*Plural.*

We uns done gone done it.  
You uns done gone done it.  
They uns done gone done it.

*Future.*

I gwine done it.  
You gwine done it.  
He gwine done it.

*Plural.*

We uns gwine done it.  
You uns gwine done it.  
They uns gwine done it.

*Future Perfect.*

I gwine gone done it.  
You gwine gone done it.  
He gwine gone done it.

*Plural.*

We uns gwine gone done it.  
You uns gwine gone done it.  
They uns gwine gone done it.

THE SUNKEN LAKE.—The Sentinel, published at Jacksonville, Oregon, says: "Several of our citizens returned last week from a visit to the sunken lake situated in Cascade Mountains, about 75 miles northeast from Jacksonville. This lake rivals the famous valley of Sinbad the Sailor. It is thought to average 2,000 feet down to the water all around. The walls are almost perpendicular, running down into the water, and leaving no beach. The depth of the water is unknown, and it lies so far below the surface of the mountain that the air-currents do not affect it. Its length is estimated at 12 miles, and its breadth at 10. No living man ever has been, and probably no one ever will be able to reach the water's edge. It lies silent, still and mysterious in the bosom of the 'everlasting hills', like a huge well, scooped out by the hands of the giant genii of the mountain, in unknown ages gone by, and around it the primeval forests watch and ward are keeping. The visiting party fired a rifle several times in the water at an angle of 45°, and were able to note several seconds of time from the report of the gun until the ball struck the water. This seems incredible, but is vouched for by some of our most reliable citizens. The lake is certainly a most remarkable curiosity."

As an illustration of the expansive power of freezing water, Prof. Tyndall, in a lecture before the Royal Institution of Great Britain, caused an ordinary bomb-shell to burst, by filling it with water, then securely plugging it, after which it was subjected to intense cold. In about half an hour it burst into fragments, merely by the expansion of the confined water as it froze.

THE Missouri Republican blames the Children's Aid Society, of New York, for sending friendless, moneyless and homeless children to the West, and leaving them without having secured them situations.

A YOUNG lady in the northern part of Wisconsin writes to a county superintendent of schools that she thinks it "her duty to teach a school somewhere," and that if he can "assist her, to rite and let her no."



**THE CROCODILE SYLLOGISM.**—Amongst other famous ancient dialectic problems is the following dilemma, which is framed with wonderful ingenuity, the sentences displayed in the construction being probably unsurpassed. It is called Syllogismus Crocodilus, and may thus be stated: An infant, while playing on the bank of a river, was seized by a crocodile. The mother, hearing the cries, rushed to its assistance, and by her tearful entreaties obtained a promise from the crocodile (who was obviously of the highest intelligence) that he would give it her back if she would tell him truly what would happen to it. On this the mother (perhaps rashly) asserted: "*You will not give it back.*" The crocodile answers to this: "If you have spoken truly, I can not give back the child without destroying the truth of your assertion; if you have spoken falsely, I can not give back the child, because you have not fulfilled the agreement; therefore, I can not give it back, whether you have spoken truly or falsely." The mother responded: "If I have spoken truly, you must give back the child by virtue of your agreement; if I have spoken falsely, that can only be when you have given back the child; so that, whether I have spoken truly or falsely, the child must be given back." History is silent as to the issue of this remarkable dispute.

**THREE RULES FOR GOOD READING.**—First: *Finish* every word. I use the phrase in the sense of the watchmaker or jeweler. The difference between two articles which, at a little distance, look much the same, all lies in the *finish*. Every wheel in a watch must be thoroughly finished; and so every word in a sentence must be completely and carefully pronounced. This will make reading both pleasant and audible. Careful pronunciation is more important than noise. Some time ago I heard a person make a speech in a large hall; he spoke distinctly, and I heard every word; unfortunately, he became warm in the subject, and spoke loudly and energetically, and immediately his speech became an inarticulate noise.

Secondly: Do not drop the voice at the end of the sentence. Simple as this rule may seem, it is one most necessary to enforce. If the whole of the sentence be audible except the conclusion, the passage becomes discontinuous, a series of intelligible portions interspersed with blanks. Confusion, of necessity, attaches to the whole.

Thirdly: Always read from a full chest. Singers know well the importance, indeed the necessity, of taking breath at proper places. The same thing is important for reading.

Exchange.

**THE INEVITABLE NEGRO.**—On our return from the recent State Teachers' Association, we were necessarily delayed several hours at Camp Point. A friend, in his eager search for something to keep the intellectual fire aglow, stumbled upon the following notice, which we give precisely as written:

"Notice is hereby given that an election will be held in District No. 4, in the Town of Camp Point, on Saturday the 28th day of December, A.D. 1867, at 2 o'clock P.M., for the purpose of deciding wheather or not the negro Shall be admitted into the school in District No. 4. Poles to open at 2 and close at 4 o'clock P.M.

"By order of many citizens. ———, Clerk of Board of Directors."

We have not heard whether the negro was admitted.

**DURING** the last year Lombard University received an endowment fund of \$100,000, which was raised in about six months.

**ALUM CRYSTALLIZATIONS OVER FRESH FLOWERS.**—Make baskets of pliable copper wire, and wrap them with gauze. Into these tie to the bottom violets, ferns, geranium-leaves, chrysanthemums—in fact, any flowers, except full-blown roses—and sink them in a solution of alum of one pound to the gallon of water, after the solution has cooled, as the colors will then be preserved in their original beauty, and the crystallized alum will hold faster than when from a hot solution. When you have a light covering of distinct crystals that cover completely the articles, remove carefully, and allow them to drain for twelve hours. These baskets make a beautiful parlor ornament, and for a long time preserve the freshness of the flowers.

W. P. CREECY, in *Am. Jour. Pharmacy*.

THE new Planet recently discovered by Prof. Peters, of Hamilton College, N.Y., makes up the full number of these heavenly bodies now known to one hundred. The name of Undina has been given it. Scientific American.

### NOTICES OF BOOKS AND PERIODICALS.

(27) THE Science of Chemistry is one to which the term progressive may most appropriately be applied. But, while this must be said of the Science, it by no means applies to the mass of text-books upon it. They are, too many of them, mere compilations, without any well-digested plan running through the whole, and especially unsuited to make practical working chemists. The few experiments given are antiquated, as are also the theories and explanations. The study of Chemistry is an intensely interesting one if it is taught in a practical manner; but here is where the chief failure lies—the text-book gives no simple, easily-performed illustrative experiment. At best, the teacher lectures, and shows some striking and wonderful experiment, with all the paraphernalia of extensive apparatus around, and the pupil looks on in wonder, but only as he would at any other sleight-of-hand performance. This is gradually changing. Able practical chemists and experienced teachers—for the two must be combined—are turning their attention toward supplying the need of better books. We do not hesitate to say that the best practical book that we have seen is the one before us. It is written in plain, clear English, and we consider this no slight commendation. It is the chemistry of to-day, not of twenty or forty years ago. Under each subject it gives simple but sufficient experiments, to be performed by the student himself, numbering 364 in the book. It contains also, besides the usual appendices, one on chemical manipulation, of great value to every pupil and teacher, but especially to those who have not access to the more elaborate works on this subject. It has been adopted as a text-book in Harvard and Yale. It is not a book for children or common schools, however; but for advanced classes in our high schools, and for colleges, we most cordially commend it.

(28) THE study of Astronomy is one of peculiar interest to youth. As one of the best text-books on this science for academies and high schools, we should

(27) A MANUAL OF INORGANIC CHEMISTRY. By Chas. W. Eliot and Frank H. Storer, Professors of Chemistry in the Massachusetts Institute of Technology. 605 pages. Ivison, Phinney, Blakeman & Co., N. Y.

(28) KIDDLE'S NEW ELEMENTARY ASTRONOMY. Ivison, Phinney, Blakeman & Co., New York; S. C. Griggs & Co., Chicago.

put this revision of Mr. Kiddle's previously well-known work. It is indeed a new work, brought down to the present time, and issued in the best style of its well-known publishers. It seems to us eminently a *teaching* book, clear and methodical in statement, and not above the ordinary pupil's power of comprehension. Its size, too, is suited to the time generally allotted to this study; and we think it will be found to meet the wants of both teachers and pupils.

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(34) *THE AMERICAN JOURNAL OF EDUCATION* for January—being No. 2 of the National Series, or No. 47 of the whole series—is received. Its contents are—The Clergy and Popular Education, by Wm. C. Fowler, LL.D. Hoole's Teacher's Duty. The Master's Method and Scholastic Discipline—1639. Cowley's Plan of a Philosophical College—1661. Public Instruction in Switzerland. Philosophy and Method of Teaching as taught in the Normal School at Westfield, Mass. Prof. Fairchild's Address on the Coeducation of the Sexes, which has already been given in our pages. Address on Normal Schools, by J. S. Hart, LL.D. American Ethnology.

(35) *THE United States Musical Review*, a monthly of sheet-music size, is before us, containing thirteen pages of musical items, news, etc., and ten pages of music. This last comprises Ally Ray, by W. S. Pitts; Red-Bird Waltz, by Becht; Maribell—Song and Chorus,—words by Cooper, music by Danks; and the Damask-Rose March, by E. Mack. As the magazine is published at \$2.00 a year, it will be at once seen that the quantity of music furnished is much more than could be purchased for the same money in a separate form. The publishers promise in each number four pieces of choice new music by the best writers in America. The reading-matter is interesting to all lovers of music, and we should judge the Review well worthy the attention of those musically inclined.

(36) *LIPPINCOTT'S NEW MAGAZINE* seems to be steadily winning its way into popular favor. It is edited with much ability, and is filled with articles of interest. The leading story is a peculiar one, but of great interest. The magazine is a worthy competitor with the older ones in the race for success, and deserves to achieve it.

(37) *THE Riverside for March* presents its usual quota of good things. Among its attractions are the frontispiece of 'The Cat and the Fiddle'; Snow-Drifts, by Helen C. Weeks; and The Young Virginians, by Porte Crayon. This magazine has established its reputation as one of the very best of its class.

BOOKS RECEIVED FROM S. C. GRIGGS & Co., CHICAGO.—The Art of Discourse, By Henry N. Day. New York: C. Scribner & Co. 343 pages. The Huguenot Family. A Novel. By Sarah Tytler. New York: Harper & Brothers. 397 pages. \$1.75. Dr. Wilmer's Love. By Margaret Lee. New York: D. Appleton & Co. 416 pages. \$2.00. The Brothers' Bet. By Emilie Flygare Carlin. New York: Harper & Brothers. Paper covers. 25 cents.

(35) *UNITED STATES MUSICAL REVIEW*. J. L. Peters, 200 Broadway, N. Y.

(36) J. B. Lippincott & Co., Philadelphia.

(37) *RIVERSIDE MAGAZINE FOR YOUNG PEOPLE*. Hurd & Houghton, 459 Broome St., New York.

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
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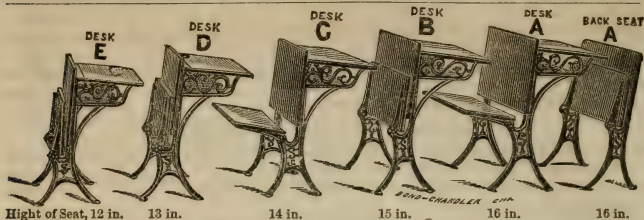
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# ILLINOIS TEACHER.

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## THE JOINT EDUCATION OF THE SEXES IN COLLEGES.

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Prepared for the Illinois State Teachers' Association, Galesburg, Dec. 1867.

BY ROBERT ALLYN.

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THE topic assigned for this hour is of great moment to higher education. Shall young men and young women be educated at the same colleges, in the same classes and in substantially the same studies?

The question does not ask whether woman shall have as good an education as man. It assumes that; and its form goes to admit that this education is to be similar in purpose,—partly for communicating information, partly for mental discipline, partly, perhaps, for giving grace and elegance to soul and heart, and not a little for developing and strengthening the moral nature. Whatever man seeks to accomplish for himself by education, that woman may lawfully seek and ought by right to enjoy. Such seems to be the admission of the question.

The only point to be discussed is, Under what conditions shall young men and young women acquire this similar higher education? Side by side; or in comparative seclusion, and separation into brotherhoods and sisterhoods of their own, like the monks and nuns of the middle ages, or as in catholic nations of our own day? Shall the sexes mingle as brothers and sisters in a family for their work of education, or shall they study in monastic or nunneried seclusion? The common way of arguing this question is, as if it really concerned woman alone. It affects the other sex equally. In deference, however, to the usual method, the general current of this essay will regard woman more than man.

Let it be further premised that nothing can fully settle this question but experiment: and the confession is frankly made that no such moral question or question of fact can be decided by any single trial, as can be done in statics or chemistry. It is the nature of all social



questions to render experiments doubtful, where the variable human will is introduced and may at any time become a disturbing and even an incalculable element. Hence the same experiment will at one time appear to succeed and at another to fail. Indeed, the same circumstances can not be arranged for the experiment; neither, in consequence of these different wills, can exactly the same elements be secured for the trial. Any social experiments will therefore need many repetitions before pronouncing on their success or failure. And this lack of uniformity and consequent want of confidence in the results of such experiments will make it necessary the more carefully to examine the antecedent probabilities in the case. If such foregoing indications are largely in favor of the joint education of the sexes, a few seeming failures or imperfect successes should by no means discourage us in our experiments. When Goodyear had by reasoning satisfied himself that caoutchouc could be made into cloth of all sorts and for all sorts of purposes, a thousand failures did not discourage him. Scorn and contumely did not awe him. Twenty years of toil, harder than a slave's, did not fatigue him; and the result proved his experiments a success. When Elias Howe had decided that a machine could be made to do the work of sewing as well as fingers, he did not stop experimenting because many trials seemed to throw the probabilities against him. So of James Watt, with his steam-engine. Failure proved nothing against him, for he knew that science was with him. And even when the ministers of science declared against the probability of navigating the ocean with steam, practical men of sound sense and far-seeing sagacity did not give over their trials though ten times met with disastrous failure. So of Morse and his ocean telegraph. It mattered not to him how great seemed the antecedent improbabilities of his enterprise. He knew that what had succeeded on a small scale could be repeated on a large one. Therefore one or two failures produced no discouragement. They only taught him to guard against accident and to provide greater means. So should it be in our social experiments, especially in this of the joint education of our sons and daughters, the hope and glory of the future ages. Are these experiments such as ought to succeed? Can they be proved to be correct in principle and probably profitable? If the answer is affirmative, then let us not be disheartened by one or more failures. The time will come when we shall be wiser — when the human wills which are our materials shall be more tractable, or, what is better, when our appliances for managing them shall become more effectual. Then our social experiments which we know ought to succeed will become the pride and the praise of the earth. We may therefore address ourselves chiefly to the theoretical part of the question, and leave almost wholly the practical, or the experiments already tried. And as the combinations of motives that act on the human will here are far more complicated and the

dangers greater than in almost any other experiment, more caution will be needed before beginning and more watchful care in conducting it. We need not, however, so much fear the experiment, after all. The boy if he will learn to swim must go into the water. So he must encounter the tide of evil in the world if he will be independently virtuous. So of the girl. She must at some time be in society and see evil, and ought to be prepared against it.

In the last thirty years we have had experiments in education enough to lead us not to fear a few more. There have been experiments with very little children in phonetic reading and spelling and in the word method, in object lessons, in mental computations, in singing arithmetic, geography, grammar, history, and what not. Yet no great harm, and doubtless much good, has come of it. Some dunces have been made a trifle more learned and considerably more pedantic than they otherwise would have been. Perhaps a few, overtasked too young, have died prematurely. This is sad. But is it sadder than if these same had been left to live in ignorance and its consequent brutality? We need not be afraid of another experiment, if it be made in the proper spirit and under the proper restrictions. And here is the place to say that the larger part of the trials of jointly educating the sexes have been successful. Oberlin has certainly been a wonder of prosperity. It has made manly men and womanly women, — good scholars, earnest workers, trustworthy citizens, and noble philanthropists; and, more than all, has diffused the blessings of education as perhaps no other school of its years in the world. The experiment in the large academies of New England and New York — especially those under Methodist patronage — all of which are almost colleges, has gone far to demonstrate the excellence of the system here recommended. And our public high schools in cities have given no uncertain testimony on this question. True, some English and some Scotch theorists declare the trials in those countries failures. But how could it be otherwise where the women in polite society are compelled to withdraw from every feast before its close, lest they should be insulted by the ribald speech of the men? A community where its men can not eat and drink their fill in presence of its women without proving themselves boors or brutes is not the one to pronounce with authority on a practice like this. It surely could find a thousand reasons satisfactory to itself for separating its boys and girls at school. Then in countries where the catholic religion prevails, where celibacy is reckoned a cardinal virtue, and the church fosters such an unnatural practice, there must be some contrivance to enable ecclesiastics to instill a taste for such a life into the minds of the young. Such a taste must be begotten and nurtured in solitude and fixed by absence of the opposite sex. In such communities there will be a demand for schools exclusively for each sex. In our country and in our age we do not

need any machinery for making boors or celibates. Such schools make people one-sided, unfeeling, self-conceited; not genial, round and sympathetic. So far, then, are the experiments already made in mon-asterial and one-sex schools from raising probabilities against joint education, that they would seem to lead in the opposite direction.

The ground is now clear for the question in hand: Shall the sexes be educated together,—not exactly alike, but similarly, equally, and in company? Is this best? We reply: Most certainly.

1. It is the way of nature; and our work is always best done when we learn her methods and follow them. The sexes are commonly mingled in the family, and those families are usually happiest and most perfectly developed in their individual members where boys and girls are brought up together. Brothers among sisters, and sisters among brothers, do certainly form more symmetrical characters: then why not in schools? Some may say that the father and mother are numerically so large a part of the family and morally are the greatest force in it; while in schools the teachers can only be one to thirty or forty in number, and some times are a much smaller portion of the moral power, while as a social force they are hardly counted at all: and as immature students do form the public and social opinion of the schools, it is necessary to separate the sexes, lest improprieties should occur. There is danger here, without doubt: not, however, greater than when the school is for one sex alone. For in that case the immature students will form social opinion, and that too with no checks from actual knowledge of the other sex. A high tone of moral sentiment is much more likely to be formed, and will operate with a diviner force, when the sexes mingle freely under proper restraints than when they are arbitrarily separated. Do you need any other proof of this than the remembrances of actions and conversations of men or even of women alone? Place young men and young women together, and refinement will increase; separate them, and coarseness will grow. Then the fancy will work, and unreal and unnatural ideas will take root in the mind and bear fruit which can not be profitably used for the good of man. In schools for young men alone there are points on which there will absolutely be no conscience whatever, and the same is true among young women in schools alone. They will practice deception on teachers with even more than Spartan firmness and Cretan ingenuity of falsehood. But brought together they find less temptation to invent and execute tricks, and will miss the peculiar praise for excelling in meanness which is so essential as a stimulus to a continuation in such tricks. As nature, therefore, dictates the mode of setting the mental and moral parts of the one sex against those of the other, we need not fear to do the same thing in actual education.

2. In life, in business, and in duty generally, the sexes jointly must work out the great problems of humanity—the repression of vice

and the diffusion of religion and virtue — the elevation of the race in artistic and social goodness, and in the promotion of science, purity, and happiness. The time was when the advancement of any noble end belonged, as seemed to be agreed by all, to man alone. He was sole teacher and laborer in the world's great field of improvement. Woman might carry his burdens, and in the age of chivalry might crown him with laurels after a useless combat; but she went not with him to the work of life. She might go with him to the revel or dance, but not to the study or to the duty of life. In this age, however, all concede that woman is a most efficient helper in all the duties of society. Even in war her aid is sought to provide comforts for the sick and wounded. No matter what good object is to be advanced, she must plan it, and not unfrequently must lead the van of the enterprise. If, therefore, she must do the same work as man, ought she not to receive as good an education and substantially the same? But how can she so well receive such education as in company with those with whom she is to labor?

An objector may say: "Woman while thus working with man is not to do the same work as man. Side by side with him she indeed labors, but at a different branch and with different tools. Hence let her education differ."

If we grant all that the premises of this objection claim, there is a ready and an overwhelming reply. The work is jointly done, however varied may be its parts and implements. Should not preparation for it be in concert? And this work must proceed with a thousand connections, and the workers must act in reference to one another, as do the various wheels and belts of a machine-shop. Is it not better to make all parts of a complicated machine in one shop rather than in a dozen, and fit and adjust them all to each other before they are set up for use? And will not the social machinery for making civilization and refinement be both better made and better fitted for the world's use when all its wheels and cranks and bands and belts are manufactured and adjusted in the same establishment? Besides, what a practical education in that mutual assistance which each sex must render the other in life is to be found in the work of young men and young women under judicious teachers carrying forward school duties in school organizations! If Agesilaus was wise when he uttered the often-quoted maxim that, "boys ought to learn at school what they are to practice when they become men," ought there not to be a corollary to the maxim, that they should learn those things in the same manner, and as nearly as possible in the same circumstances, as they will be required to practice them when they are men? What would be said of a general who would insist that his soldiers should drill with arms inverted, holding each gun by the bayonet and each sword by the point, and that every evolution should be performed by the step back-

ward, affirming that they would thus become more skillful and pliant for the labors and combinations of the battle-field? Would any one commend a general who would demand that each arm of his corps,—infantry, cavalry, artillery, engineers—should never be in the same camp, or act together in regimental, brigade or corps drill, until the day of battle? Yet would he not be as sensible as the teacher or educator who is drilling and disciplining men and women for the great battle of virtue and truth against vice and error, if he shall insist that these sexes shall be trained and instructed separately till the time when they shall unite their forces for the combat? Whatever is the work of life, man and woman must join to do it. Ought they not, then, to be jointly trained and educated for it? To name one specific work, they must act in concert in bringing up a family. Can they be properly educated for such a momentous and delicate duty far from each other? Can one set of teachers train the young woman and another train the young man, each in a separate school and by a distinct method, and with different and perhaps contradictory studies and modes of discipline, and do their work as well as when both work together? Who would think of training a span of matched horses in any other way than side by side, or at least by the side of companions? If men and women are to receive a different education, let it certainly be in presence of each other; and if it must in reality contain precisely the same elements, let it be in concert. Why separate those who must learn the same things, and acquire the same discipline for the same work under the same circumstances? It is not to be supposed that instruction on every point of morals and behavior or of science shall be given in the presence of the two sexes; but only that the general rule is joint or coöperative education and mutual contact in discipline.

[Concluded next month.]

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### THE EDUCATORS OUTSIDE THE SCHOOL-ROOM.\*

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In our present remarks, we wish to be understood as in no way depreciating the value of the places called schools, or any institutions, organized for the instruction of youth. There exists, however, a disposition, among students, teachers, and patrons, to overrate the value of schools, or, rather, to underrate the value of outside influences.

Many think if their children shall legitimately pass the curriculum of a reputable institution of learning, their diplomas should be guar-

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\*An essay read before the last Convention of County Superintendents, by J. H. KNAPP, Superintendent of Knox County.



anties of immediate success in almost any business; and when failure attends such, the institution is often denounced. Such institution may not be an object of censure (though in many instances more practical instruction should be given); but the error is probably with the guardian, who neglects to give the necessary contemporary discipline from means outside the school-room.

Noah Webster said "An academic education which should furnish the youth with some idea of men and things, and leave time for an apprenticeship, before the age of twenty-one, would be the most eligible for young men who are designed for active employment." In 1788 he also said that what was then called a liberal education disqualified a man for business.

Now we would not in the least suppose the great lexicographer did not appreciate a liberal education. What did he mean? He meant, no doubt, not that they were disqualified because of the instruction obtained in college, but because of the failure in letting other necessary influences do their work at the proper time. Their minds, like the feet of the Chinese women, were held in such narrow limits while they should be growing that they became dwarfed, and little or no growth afterward could be expected.

Our characters are definitely stamped by our surroundings. The early Greeks and Romans had neither the art of printing nor what may be called organized institutions of learning; yet we admit that they were educated, in the highest sense of the term. Their academic course and college curriculum consisted in what they saw and heard in the streets, public assemblies, groves, places of business, and in their varied social intercourse. The outdoor-educated Greeks and Romans have left languages which, though denominated dead, are studied more by leading scholars, for their power, elegance, and culture, than any living tongue. These primitives were, from necessity, free and independent thinkers, and in such condition were inventive; and under such circumstances science and art were diversified, and rapidly developed. Their minds were not restricted or stinted in growth by taking for granted the stereotyped assertions of the teacher or the text-book, but they "searched diligently to see if these things were so", obtaining littles from different sources, and drawing on their own fruitful minds to add more. Gaining knowledge in such a way, the seekers were inclined to assemble for mutual conference and exchange of ideas: hence the natural result, the organized school.

The school seems first established as a subsidiary to the mind's aspirations; but many moderns now consider it as the principal, some almost the *sole*, means of education. We may mention leading minds of our own country, men holding high positions, who never had the advantages of a thorough college course; yet, according to Daniel Webster's definition, are educated, for they "had the ability to sum-

mon their mental powers into vigorous exercise to effect their proposed object, in emergencies." Among these, commonly, though we think improperly, termed self-educated men, we find Franklin, the promoter of science; Henry Clay, the distinguished statesman and orator of Kentucky; Horace Greeley, a leading journalist; even Hitchcock, the noted author and eminently successful college president; and Washington, and Lincoln, and others, Presidents of the United States.

We mention these names, not in depreciation of college instruction, but simply as examples of what was possible to be done by 'The Educators outside the school-room.' We believe that with the same perseverance, and love of learning success would have been easier to them had they added the regular discipline of college to their other experience. They all labored for the interest of colleges. Henry Clay acknowledged with tears the disadvantage he suffered, owing to the want of a liberal education.

If the mental structure is so largely formed by various materials, is it not well to consider how those materials may be best adapted to its use? We must understand that not any one mind, or one influence, is sufficient to educate another mind; but as the plant draws its nourishment from a variety of elements, as the body is best fed by a varied diet, so must the mind make *its* growth by food from various influences. The school-room does its important part, general reading another, home influences a third, the church and Sabbath-school another, well-directed hearing and sight-seeing while traveling another: society also does its work; indeed, all one's surroundings—in school, at home, or abroad—make up the education that determines the character of man.

We will speak of these more in detail.

1. *Books, Pamphlets, and Newspapers.* Every person should have a course of general reading. We see scholars, and many teachers, who are prompt in what may be found in the text-book, but, as we try to converse with them, find them sadly deficient in general knowledge; indeed, many can scarcely speak upon any topic beyond the books studied in school. Now such, like the weaver's warp, need filling to be useful to mankind. Well has Bacon said, "Reading maketh the full man. In some houses you may find a Bible, and beyond this nothing in the shape of books or newspapers is seen, save, perhaps, some free Medical Almanac, hung near the mantel-piece by a string. We need not expect much intelligence in such places.

Again, we meet with families where every member is easy in conversation,—the older ones ready for debate, or to give intelligent opinions upon various subjects; the younger capable of comprehending any information we would give them, hence better prepared to receive instruction in the school-room.

If we ask the cause of such a condition of things, we may be shown in their homes a few shelves of well-selected books, and on a table a variety of periodicals, perhaps a paper or magazine, addressed to each reading member of the family. They obeyed the injunction of Paul to Timothy, "giving attendance to reading."

2. *Home influences.* The homes of youth form no insignificant part of their education. Would that intelligence and true piety stood at the head of each household. The houses may not necessarily be expensive, but should always be tidy and cheerful. A few pictures should adorn the walls of the rooms, evergreens and shade-trees give pleasure and comfort in the yard. Order, taste and neatness (not the poisoning kind that sacrifices comfort) should pervade all. Innocent amusements for recreation should be allowed, and music should have its restraining, elevating and hallowing influence. Habits of obedience, promptness, industry, economy and self-sacrifice should here be formed. Self-reliance may here be learned, by teaching the young to overcome difficulties with as little aid as possible.

3. *Society.* We are created social beings, having a natural fondness for society and sympathy. The recluse is one of mankind's exceptions. Man has a strong, yet some times imperceptible, influence on his fellow man. The habits, tones of voice, and even the gait in walk, of one part of society is often found visibly stamped upon another. This influence, rightly directed, is for good. Mind needs friction with mind.

Realizing the power one mind has over another, parents should be very careful in the choice of a child's playmates, and those who are to be daily with them. The language of early associates usually forms a large part of our natural expressions. The child nurtured in a family where rough, ungrammatical or inelegant language is used, will feel the disadvantage in after life; for, though many years may be spent in criticism and polish, the uncouth expressions will break out upon him, to his chagrin. Knowing this, parents should not be censured when they would exclude the rough and rowdyish,—not because they consider them particularly vicious, but because they wish not to have the influence of such habits upon their family. Children reared in the homes of the refined also carry the signs with them. William Wirt said he owed all his success in life to a certain society in which he happened to be placed. We would urge, as a wholesome measure, that parents invite into their house as guests the learned, the polished, the talented, the wise and the good; and be sure the younger members of the family have the advantage of their society; they may thereby have ambition kindled to imitate their good examples.

4. *Travel.* There is a certain discipline and grace obtained by the observant traveler, which can not be obtained in any other way.

We gain knowledge either by direct sensuous perceptions, or com-

prehend by comparing with something already learned by our senses. For instance, to a youth experienced in noticing a variety of trees, others may be described, and, by comparing the unseen with those known, a fair idea of them may be had; but description to any without objects with which to compare gives vague and imperfect ideas. Admitting this, we see the necessity of exercising the senses on a variety of objects, thereby extending one's experience. Travel alone can do this work.

The practical question may here be asked, What has the County Superintendent to do with these outside educators? He examines the teacher, and afterward visits his school to see that the school influence is all right. Occupying the position he does, and we hope having the confidence of those whose hospitalities he shares while passing around on his daily duties, can he not, and ought he not, counsel with parents in regard to some profitable books and papers which should be put in their children's hands? He may even have a few small circulars printed, stating the influence and benefit of good reading to the mind; and, as he travels about his county, leave a few of these in the school-room; also at the homes where he calls. On these circulars, let the titles and prices of a few choice books and periodicals be named, also where and how obtained, even offering to assist in getting any of these, if desired.

Can not the Superintendent, knowing the disposition of young people for amusements, suggest and help organize, in different localities, singing-schools and debating-clubs, to forestall useless dancing and attendance at frivolous parties? Let him tell parents to take their children to factories, machine-shops, mills, furnaces, printing-houses, telegraph offices, and show them how things are done: it will give keenness to their observation and enlarge their minds.

When parents, for business or pleasure, are to visit cities, or parts of the country having things differing in interest from their own locality, suggest to them to take John or Mary, or both, with them: if they travel with understanding eyes and ears, they will get an intelligence in this way to be gained in no other.

Hint, also, that it is well to allow young persons to participate in their business transactions, thereby giving them sympathy for their parents in their cares, and by showing them the culture needed for such duties, they may be stimulated to acquire it.

The usefulness of the faithful Superintendent in all these matters can scarcely be estimated. Each should feel that he has in a large measure the direction of the education of every child in his county; and let him draw from any or all sources that may aid him in his duties. He should cultivate a love for his work, and study to adapt himself to circumstances. Let him, like Scott and Macaulay, strengthen the chain between literature and the common people, by showing a lively interest in both.

## WHAT WE SEE FROM A CAR-WINDOW.

THE problem in the subjoined letter has been sent us for solution, with the request that the answer shall be published in the Teacher. We are glad to learn that our friends, on their return from our annual feast, turned their spare moments to profitable account, in making merry and proposing to one another interesting problems. At our next great gathering we hope to meet these friends and others, and be one of the social party promised.

*Mendota, Ill., Dec. 27th, 1867.*

PROF. J. V. N. STANDISH: *Dear Sir*,—Prof. Burr, of Whiteside county, gives to the passengers to-day the following problem:

“I sit one foot from the centre of a car-window, moving at the rate of 20 miles per hour, and see an object out of said window one second of time. What is the distance from the window to said object,—the window being 18 inches in width?”

It is objected to the above question that it is indefinite, and that an exact answer can not be given, because the distance is a variable quantity,—being greatest at the beginning and end, and least at the middle of the time named,—the number of answers being as many as the number of points assumed in the line described by the window. Prof. Burr insists that the question is definite and admits of an exact answer. It is agreed by the passengers and Prof. Burr to leave the matter to your decision, the same to be reported in the Teacher.

PASSENGER.

*Answer.*—When the car is *nearest* the object, its distance is  $18\frac{1}{2}$  feet from the window. When the object is first seen, it is  $23\frac{7}{8}$  feet from the window. The object is  $19\frac{1}{2}$  feet from the eye when nearest, and  $24\frac{1}{2}$  feet when first seen. Therefore, to make the problem more definite, the words ‘when nearest’ or ‘when first seen’ should be inserted after the words ‘said object’ and before the words ‘the window’.

Motion in absolute space is one of the *unknowables*; for there is neither approaching nor receding from any thing: it would be all the same whether we flew on the wings of the lightning or remained perfectly quiescent. We might move never so fast, and our movement would be unknown to us, because there would be no visible surroundings to indicate to us that we moved at all.

We are hemmed in on all sides by visible objects: the heavens are above us, and the earth beneath us. We learn of motion by comparing the places we occupy at different times with those of surrounding objects. Unless we move in a circle, we may be said to approach or recede from every town, village and city on the globe, every time we change our positions.

We will now return to the object contemplated in the problem. Supposing the object to be midway between Galesburg and Mendota, our friends were certainly nearer it when the *visual line* of sight rested



upon the object *perpendicular to the glass of the window* than they were at Galesburg or Mendota. At that instant they were the *nearest*: the distance became a minimum. Hence, for the same reason, the distance was at its maximum when the object was first seen, and at its minimum when it was seen through the centre of the window.

In this connection, we will speak briefly of a curious phenomenon which the discussion of the problem has suggested. All who have ridden in the cars have not failed to observe, as they looked out upon a plain covered with a variety of objects, such as trees, horses, cattle, buildings, etc., or passed near a cornfield or forest, how the different objects appear to sweep around some central point in curves. Objects between us and the point, wherever it may be, seem to move in one direction, while those beyond the point seem to move in an opposite direction. In a mazy dance, they seem to chasser right and left, until the bewildered sight is lost in the confusion.

Nor is this all. The locus of the point is not stationary. In obedience to a definite law, which is easily determined, it recedes along a line. Let us suppose, as the object mentioned in the problem just comes into view, an indefinite straight line to be drawn from the observer through the object. Along this line there will be an indefinite number of objects, all projected in the same direction. Were the cars to stop at the instant the object comes into the field of view, a row of objects would be seen along what may be called the visual line. Now let the cars start, and what is the result? The objects, which have wheeled into line but for an instant, as quickly have 'broken ranks': those nearest to the cars appear to be in advance of those more distant. All are moving apparently around some central point. But why should the most distant objects appear to perform a circuit in an opposite direction? This is merely an optical illusion, and can be accounted for from the fact of the greater apparent velocity of nearer objects over those at a greater distance. That is, the apparent velocity of most distant objects is so slow, when compared with the velocity of the nearest objects, that the observer receives the impression that they are standing still, or, rather, are moving in a contrary direction. s.

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THE OBJECTS OF A RECITATION are nine, viz.: (1) To enable the teacher to determine the progress of the class; (2) to enable the pupil to express accurately the truths acquired; (3) to enable him to acquire self-confidence, and (4) to fix knowledge more firmly in the mind; (5) to enable the teacher to explain difficult points; (6) to add farther illustration; also (7) to give proper direction to the mental efforts of the pupils; (8) to enable him to place before the pupils proper incentives to study; and lastly, to enable the teacher to develop such moral instruction as may be suggested by the matter of the recitation. E. C. D.

ASKING QUESTIONS.

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It will be universally conceded that children are not bottles or jars, to be filled, hermetically sealed, and placed in rows till called for; yet much of their education is conducted on some such basis. Acquisition of facts on the part of the pupil, making sure of their acquisition on the part of the teacher, pretty nearly ends the whole business. The old simile of clay and potter still holds, in spite of young-Americanism and the theory of self-development. If the instructor's plan is to make reservoirs, reservoirs he will have in abundance; if it is to make wells, wells they will be. The teacher holds in his own hands the results of his work. The manner of conducting recitation, in a great measure, moulds the mode of thinking of the pupils.

Asking questions is an art to be acquired slowly and through much tribulation. There are three points which may be considered with profit in relation to this art.

*First*, the kind of questions; *second*, the manner of putting them; *third*, their arrangement.

1. They should be of such a nature as to call for all which may be said upon the subject in hand, and that may not by any possibility be answered by a 'yes' or 'no', or 'I think so'. Children are very fond of using ambiguous and incomplete sentences. This habit may be broken up by asking questions which can not be properly answered in this manner; setting the example of making complete sentences, and demanding answers correct in expression as well as in facts. This is cultivating language with the least outlay. It is a slow process, but just as sure as daily physical growth, if it has daily attention. Making it a specialty, having its own time and seasons, is making it a bugbear and a failure.

2. The questions should be clearly and briefly stated, neither indicating the answers nor misleading the pupils. If the teacher should be so unfortunate as to contract a habit of putting questions in such a form as to merely call for assent or dissent from the pupils, or an affirmative statement of what the question puts interrogatively, the pupil will very soon contract a habit of doing without much study, and trusting to luck for a safe passage through recitation. Total depravity may not be a very flattering doctrine, but the ingenious devices which children get up to avoid work incline us a good deal toward believing it. The opposite extreme of asking puzzling questions is to be just as much avoided. Ingenuity is, doubtless, a good thing, but it can be better exercised than in worrying the little brains which have enough to do without solving riddles. It irritates bright children and discourages the stupid.

3. They should be so arranged as to take up the whole subject systematically, bringing out the main features, plainly stating them, and

fixing them firmly. Method is a great help to the memory. The mind is a good deal like a cupboard: if things are put into it in order, it will hold twice as much, and they can be more easily found when wanted. It should be the instructor's first aim to teach his pupil to begin things at the beginning and pursue them straight through to their termination. This will so habituate the pupil to systematic thought and clear expression that he will take hold of new subjects easily and talk about them in good English.

E. S.

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## O N P A R S I N G .

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At some time or other, during a course of study in English Grammar, the grammatical analysis of words forms an important exercise. Under a conviction that much unskillful work is done in this part of the instruction, and that (so far as I know) all the formulæ for parsing found in our text-books, and most of those improvised by teachers, are radically wrong, when we take into consideration the importance of a logical order of thought, I propose to present some formulæ which, to say the least, seem to be philosophically correct.

I believe that all the technicalities of English Grammar should be presented in accordance with the following PRINCIPLE: "*Ideas before words and definitions.*" If they are presented in accordance with this principle, pupils are induced to think before they speak, and thus much of the carelessness usually found is avoided, time is saved, and mental culture is substituted for a jargon of words. I deem this point of so much importance, although so frequently overlooked, that I will illustrate by a familiar example or two. My purpose is not so much to take exception to the language used as to the order of presentation.

*Example:* "Columbus discovered America." Parse Columbus and discovered. The following formula correctly represents that generally used. Columbus is a noun, because it is a name; it is a proper noun, because it is a particular name; it is in the third person, because it is the name of something spoken of; it is in the singular number, because it denotes but one; it is of the masculine gender, because it denotes a male; it is in the nominative case, subject of the verb discovered, according to the rule, etc.

Presented in accordance with the principle enunciated, the formula would read thus: Columbus is a name, hence it is a noun; it is the name of a particular individual, hence it is a proper noun; it represents something spoken of, hence it is in the third person; it is the name of but one thing, hence it is in the singular number; it is the name of a male, hence it is of the masculine gender; it is used as the subject of the verb discovered, hence it is in the nominative case, according to the rule, etc.

Let us compare the two formulæ. How does the pupil know that Columbus is a noun? *Ans.* By determining that it is a name. How does he know that it is in the nominative case? *Ans.* By determining that it is used as the subject of the verb discovered. Then, why not teach him to express himself in accordance with the *order* of thought which he is compelled to pursue.

Another example will more clearly explain my views. Parse discovered. For the formula usually given I should substitute the following: Discovered is a word used to express action, hence it is a verb; its principal parts are discover, discovered, discovered; it forms its preterite and perfect participle by adding ed, hence it is regular; the action expressed by it terminates on an object, hence it is transitive; it expresses the act as an actual occurrence or fact, hence it is in the indicative mood; it expresses what took place in time fully past, hence it is in the imperfect tense; it expresses the subject as acting, hence it is in the active voice; its subject, Columbus, is in the third person singular number, hence it must be in the third person singular number to agree with its subject, according to the rule, etc.

Parsing conducted in accordance with the *spirit* of the principle and the illustrations here given becomes a fruitful source of mental culture and a pleasing and useful exercise.

H. H.

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### S U C C E S S .

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I THINK I have somewhere read a remark something like this: "Nothing succeeds like success"; at any rate, it is true. If you wish to receive the encouragement, the good wishes, or the more substantial assistance of community, the way to gain all these is to succeed in your undertakings. Then every one will be anxious to lend you a helping hand, and to encourage you in your onward and upward course. If you enlist in any enterprise while it is somewhat doubtful in its result, though the advantage to be gained is great and the reward rich if the project be successful, the majority of people will be exceedingly cautious how they assist you where there is *any* risk to be run. They will stand by and look on while you try the experiment by yourself. If for want of sufficient means or encouragement, or from any other cause, you fail, these cautious people will have the satisfaction of saying to you "I told you so: I knew how you would come out: I knew better than to risk myself in any such wild scheme as that." But if, on the other hand, you succeed, how these same friends will patronize you, and perhaps take the credit of your success to themselves, saying that if it had not been for the encouragement or assistance that *they* gave, you would never have succeeded. Such people always remind me of the man who, on coming to a new country,

was obliged to live, for a time, in a barn, until he could put up a cabin. One day, as the door was open, a bear walked in and took a survey of the premises. The man immediately rushed up a ladder that was leaning against the beams, and, to insure his safety, drew the ladder up after him, leaving his wife below, to look after herself and baby as best she could. On seeing all means of retreat cut off, she seized the poker and made fight with her grim visitor. Her husband, hearing the vigorous blows descending upon the bear, finally ventured to the edge of the scaffold, and, seeing the bear past harming any one, came down, took the poker from his wife's hands, and gallantly inflicted several blows upon the dead body of the bear, then, turning to his wife, said, in a tone of triumph, "There, now, we've killed the bear and saved Johnny!"

The story has a moral. Teachers, do not ask or expect help while your success is doubtful; but help yourselves, achieve success by your own hard labor, and then (when you do not particularly need it) you may look for any amount of appreciation, encouragement, and help.

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## EDITORIAL DEPARTMENT.

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### EDITOR'S CHAIR.

**SPRING INSTITUTES.**—The Superintendent of Public Instruction for the State of Pennsylvania reports the whole number of teachers in that state for the year 1867 at 15,209. Of this number 6,621, or not quite one-half, attended district or county institutes during the year—2,677 in the former case, and 3,944 in the latter. In the year 1866 there were in the State of Illinois 17,279 teachers, of whom 3,199, or 18 per cent. only, attended institutes in course of the year. These figures afford an opportunity to form an idea of the comparative amount of institute work done in the two states, and, to some extent, of the interest in their work of those who have the management of our schools. We have no data by which to determine the number of the teachers of this state who had never taught before; but from the best authority at hand—that of comparative statistics—the number was between 16 and 17 per cent. of the whole, and the additional number who had taught only one year was over 20 per cent. The latter figures indicate the amount of experience the teachers of the state have had in their profession, and when taken in connection with the statistics from Hon. N. Bateman's report, as given above, they show the lack of special preparation for the high duties of the calling. The number of teachers attending institutes was but little greater than the number of those who had never taught, and not as great as the number who had taught only a single year! We do not propose at present to enter upon a discussion of the subject of Institutes in general, but, as the time for holding them is at hand, to offer a few suggestions pertaining to their efficiency.



I. *Who should be there?* Without hesitancy we say, *all the teachers of the county.* Those who have had a long and successful experience as instructors owe it to their less experienced brethren to be there. He is fortunate indeed who, in reviewing his past labors, can not recall many mistakes of the school-room which, for the time, seriously marred his efficiency. Experience has brought to you that wisdom which the new and inexperienced teacher anxiously seeks. Can you allow him to assume the responsibilities of the position, to undertake the fearful task of training the immortal mind, without giving him the benefit of your counsel? The true teacher labors for the benefit of the race, and recognizes his duty in strengthening the arm of a brother teacher for his work as much as in training the minds under his own more immediate care. He owes it to the profession to be there. In almost every department of life those of similar calling recognize a community of interest and organize into associations for the purpose of securing greater efficiency of action and of promoting the common interest. The teacher's business is education. Is this a business which is an exception to the general rule? The advancement which it has made of late years, by means of educational gatherings of various kinds, is a most triumphant answer in the negative. The improvement in the character of our schools, in the position which the teacher occupies in society, as well as the compensation received, is directly traceable to these agencies. Are you willing, in common with others, to enjoy these advantages, to reap these increased emoluments, without laboring, in common with others, to attain them? There is a saying, practically if not theoretically true, "God helps those who help themselves." One certain way of accomplishing that for which all anxiously wait, an elevation of the dignity of the profession of teaching, and especially an increase of its income, is to work for it, and not wait for others to strike the oar while you are a mere passenger. Take an oar and strike, yourself, and all will move forward with the greater speed.

The new and inexperienced teacher should be there. The physician or the lawyer must go through a special course of study before he is permitted to commence the practice of his profession. Is the obligation or the necessity any less in the teacher's case? Surely the task is as great to cast out the plagues of the intellect, and develop a well-balanced mental and moral manhood, as to cast out those of the body and rear up a healthy physical man. The same great question of right arises in settling difficulties in school management as in adjusting differences between man and man; and justice has no problems to solve of greater moment to humanity than those which arise in the teacher's experience. In the lack of special training on the part of the great mass of teachers there exists the greater necessity of their availing themselves of every available means of training in their power. Of these none is more accessible or more profitable, if well conducted, than the institute. The suggestions there given will add materially to the success of the new teacher, and the hints dropped on school management will show the way over many difficulties in school discipline.

II. *How can the Institute be made most efficient?* A plan is needed. The County Superintendent is generally leader of the institute, and knows best the wants of the teachers of the county, what most needs to be done and can best be left undone. With reference to these wants, a programme of the whole time should be made out and carefully adhered to. In the observance of time,

in the promptness of its exercises, and in its whole administration, the institute should be a model for every teacher. Teachers will imitate it. Almost every one will carry home some excellence for adoption, or find some defect which will be used as a ready cloak for their own mismanagement.

The length of this article, already greater than was expected, forbids our pursuing the subject farther at present.

**MATERIAL FOR ORAL INSTRUCTION.**—By the kindness of B. R. Cutter, Esq., Principal of Washington School, Chicago, we have received the following brief sketches of processes in working metals. We present them for the use of our fellow teachers who would give instruction in these subjects, as well as for illustrating the character and amount of instruction which can be given in a few words by this method.

**Railroad Iron.**—Rails are frequently made of old iron mixed with new pig-iron for the purpose of making them tougher. In order to mix them, the old rails are cut into pieces about four feet long, three or four of which are bound together and heated to a white heat. They are then rolled into pieces eight inches wide and two inches thick. To make a bar of railroad iron, the requisite number of these pieces and similar ones of new iron, previously prepared, are heated together as in the former case. The mass is passed between rollers so formed as to give the right shape to the bar. It is passed back and forth several times, the aperture between the rollers gradually diminishing for the purpose of drawing the bar out to the proper length. After being rolled, it is immediately passed to the saws, which cut it the required length, (24 ft.). After cooling, it is carried to a press worked by an engine, which bears upon the curved places, as they are brought under it, until the bar is made straight. It is then taken to a machine for cutting the notches for the spikes which fasten it to its place on the railroad track. After this operation the rail is ready for use.

Old scraps are mixed with new iron by melting the two together in a furnace. After being thoroughly puddled, they are rolled into flat bars and handled as has been already described.

**Wrought-Iron Pipe.**—This is made by placing long strips of iron of the proper width in a furnace where they are heated to a red heat, when a piece is grasped by a pair of tongs and drawn through a hole in a piece of iron set at the mouth of the furnace. This process rolls the edges together, leaving it tubular in shape. It is then put into another furnace, where it is heated to a white or welding heat, after which it is drawn through a pair of tongs having a hole of the requisite size in the jaws. Tongs are used because with them the melted metal which adheres to the edges of the orifice can be removed more easily,—an operation which must be attended to before the metal cools. Each piece of pipe passes through the tongs three times, when it becomes thoroughly welded. It is next rolled on a table under a long and wide piece of iron, small streams of water falling upon it continually to preserve its shape. After being cut to a proper length, and having a screw placed upon one end and a socket on the other, it is ready for use.

**THE NORMAL UNIVERSITY OUTSIDE THE STATE.**—Prof. G. W. Hoss, Editor of the Indiana School Journal, has been on a visit to the Normal University in this state, and records in his journal some of his impressions. We clip the following:

"Of the students it is just to state that we have never seen a body of pupils so unremittingly, and in some cases so severely diligent. If there is a fault at all in this particular, it is the fault of overwork. Of the teachers it may be said, they all seemed able, each being eminent in his or her department. Of the President, Prof. Richard Edwards, we believe it safe to say what has before been said, he stands in the front ranks of American educators."

SOUTHERN STATE TEACHERS' ASSOCIATION.—We give place to a communication on the above subject, signed 'Teachers of the Paris Public Schools'. The increasing interest in educational subjects shown by it is especially gratifying, and is the first condition to success in the movement proposed. We trust our friends will take hold of the matter and form an organization of some kind. It will, if properly managed, be a powerful instrument for good in a section where it is most needed. We wish, however, to correct an impression conveyed concerning the *locality* of the present State Association. It is true that its strength lies in the northern part of the state, and the larger part of its meetings have been held there. The latter fact has arisen from the force of circumstances rather than from any disposition to exclusiveness. At various times the members of the Association have acknowledged the necessity of meeting in the southern part of the state, and have been anxious to go thither. But obstacles have intervened to prevent. The usual means of access have been denied. It has been and still is the custom of the railroads of the state, with a single exception, to extend to teachers the courtesy of half-fare tickets while attending meetings of the Association. The Illinois Central has steadily refused this privilege, though the subject has frequently been presented to it. Another reason is that our friends from that section have not urged before the Association their claims to its meeting with them, and provided the usual accommodation. We are not authorized to give any assurances, but we believe that if the plan were made practicable to the usual extent, the State Association would gladly meet farther south than it has ever done.

But we hope that the teachers there will go forward and form local organizations. The Paris teachers estimate rightly their value.

"Those who have interested themselves in observing the steady but successful progress of education in our state have not failed to notice the salutary influence that has emanated from the State Teachers' Association. It has become a power in the state for good. Silently, but potently, its influence is felt in that part of the state where its operations have been conducted. Yet so large is our state, and so diverse the character of its people, and the agencies requisite to bring about the desired reform, that it does not seem possible to reach every part of our state, and meet the necessities of the times by one State Teachers' Association. There are but few teachers who have the fortitude to travel 28 hours in going, and the same time in returning, at an expense of \$30, or more, to attend an association.

"The present association must of necessity be local. It is already too large, and embraces but few teachers from the south half of the state. The south and east needs another similar association, both for the benefit of its educators, and for the good that results in awakening an interest in the vicinity where its meetings may be held.

"Much of the benefit resulting from the meeting of such associations is local, by exerting an influence on teachers, and on citizens, who would not otherwise come directly under its influence; hence its migrations. Such ad-

vantages can never be had in our part of the state from the one now existing. Its centre of power is in the north part of the state, and will remain there. Hence it becomes necessary, *pro bono publico* and personal profit, that an association be formed for southern and eastern Illinois; and to this end, it was suggested at several institutes last August, and is now further urged, that a meeting for that purpose be held at some eligible point, the last of June or first of July. All the schools usually have vacation at that time; and the season is pleasant and far more agreeable than in winter. Such an association need not be antagonistic to the one now in existence. It will be only a necessary agent to do a work that can not now be done. The hearty coöperation of teachers and friends of education in this part of the state will readily secure a large meeting and a successful and permanent organization. Let it be discussed in teachers' meetings and through the papers, and let proper measures be taken to accomplish so desirable an object. Teachers must lead, and others will aid. Educational progress has only been carried forward by faithful, earnest, elevated work. Wishing never accomplished great results. The field is white for the harvest, and the laborers need only apply themselves with an energy and determination comporting with the importance of the work, to secure the highest degree of success."

GRAMMAR.—At a recent meeting of the Principals of the schools in Chicago, a committee, previously appointed, presented a report on the study of 'Grammar', from which we copy the following:

"The question as to when and in what manner the study of Grammar should be introduced into our schools involves a consideration of the acquirement of language. Language is the medium by which ideas are conveyed from one person to another. At first it is purely imitative. Whenever a child has a want for some object beyond its reach, it makes its want known by using words it has heard others use. Imitation is the chief characteristic of childhood. From this grows habit, the exclusive author of the forms of language used by the young. For how long a time this agency controls entirely their style of expression differs with individuals. With all it governs till the mind is so far developed as to observe and apply the laws of speech—when the person becomes a grammar to himself—and with most it retains its control through life, despite the instructions received from text-books.

"It would seem, then, that the proper and almost the only way to secure the correct use of language is to use correct language and to insist upon its use by pupils at all times. Control the habits of speech while they are forming. Learn a lesson from manual labor. The mechanic will not allow his apprentice to knock and hack about promiscuously with his hammer and chisel until he has acquired an awkward use of them before he teaches him how to handle them, but he gives him proper instructions at first, and repeats them as often as is necessary. This power of direction is not at first in the hands of the teacher; still his influence is powerful to correct erroneous and form proper habits. His watchfulness should be always on the alert to correct errors in speech. He should not trust to any single exercise of a half-hour each day to regulate the whole day's language. The physician does not apply a bandage to a broken limb only a few hours out of the twenty-four, but it must remain until the fracture is wholly healed.

"What has already been said will indicate the views of your committee on the subject referred to them. The great object aimed at, but by no means

always accomplished, by the study of Grammar can be most effectually secured by requiring correct speech on the part of the pupils, and by frequent practical exercises in language, both oral and written, with a view of comparing different expressions of the same idea and of exercising taste in selecting the best.

"The usual study of grammar from the text-books very imperfectly accomplishes the desired object. As the study is there presented, there is too little practical application of what is taught, so that pupils do not comprehend its object. Not perceiving this, their appreciation diminishes, they are uninterested, and all time spent in the study is lost. Even the primary text-books contain much which, save to one who can study language more thoroughly than most pupils in our common schools, is of no practical value.

"The study is generally commenced with pupils who are too young. Classes are hurried into it before they have the ability to draw distinctions and exercise judgments necessary to a profitable attention to it. Grammar is considered a study for the development of the reasoning powers, and we believe it to be a common experience that the majority of children commencing it have not the mental development necessary to master it as it is usually presented in the text-books."

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## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

CHICAGO.—Hon. J. L. Pickard, Superintendent of Schools, has issued a circular directed to teachers entering the service of the Board of Education, in which especial attention is called to certain rules for the government of the schools, and some general suggestions concerning their duties as teachers are embraced. The latter are of so wholesome a spirit that we insert them for the benefit of our readers.

"As preparatory to your work, you will seek such means of culture as may be accessible. Institutes, both general and special, are provided for you. Some magazine, devoted especially to your work, it will be your pleasure to read regularly. A few standard works upon educational matters will be constantly at hand. The text-books used by your pupils you will so thoroughly master that you can conduct a recitation without reference to them. By thus keeping yourself constantly in advance of your pupils you will have the greatest power over them. Of each lesson you will select the leading thought, and hold the attention of the pupils closely to that thought until it is thoroughly mastered. You will approach the point aimed at by as many different routes as your ingenuity can devise. You will lead the pupil from what he *knows* to what he *is to know*, through the obstructions in his path, rather than lift him over them.

"Idleness is the greatest bane of the school-room. Every pupil should be busy during every moment of the school hours, in work suited to his capacity, and changed as frequently as his age and circumstances may require. That you may be aided in this part of your work, you will adopt a definite programme of recitations and of study, which will be implicitly followed. To keep all profitably employed will test your ability to teach, and if you succeed in this you will fail in nothing. Your programme will be so arranged that you can be busy with recitations all the time, and yet give each class time to study.

"In the management of your school, you will be earnestly quiet as well as quietly earnest. In no other way can you inspire your pupils with such a love for school and school work as shall lead the formation of correct habits.

"Your position gives you the right to command, but it can not release you



from the duty to obey. You will find success in being yourself obedient to every rule made for the government of your pupils. In address, in person, in posture, in deportment, and in language, you will find *example* more potent than *precept*. If, at any time, you should find yourself at fault, frank acknowledgment will strengthen your influence on your pupils.

"In dealing with refractory pupils, you should ever show that you possess the power of self-control. Full consultation with the Principal of your school should always precede any action taken for the correction of larger offenses. The coöperation of parents should be zealously sought. If in this effort you are treated by injudicious parents in a manner unkind and discourteous, or even insulting, remember that two wrongs can never make one right. 'It is better to suffer wrong than to do wrong.' The fact of the insult can not be effaced by insolent replies, but a repetition of the offense may be secured, and the opportunity for explanation and acknowledgment lost. If you are right, the receipt of an insolent note can not hurt you, and if you are wrong, the sending of an insolent reply can not help you.

"In the correction of offenders, final action may be delayed, but not entirely neglected. If corporal punishment must be resorted to, let it be judiciously administered after reasonable time for reflection, without anger, and with due regard to the age and sex of the offender. No punishments degrading in their character or tendency should be resorted to under any circumstances. Such punishments as take away from the pupil self-respect, or make him a laughing-stock for others, should be carefully avoided. All degrading subterfuges and substitutes for corporal punishment are unworthy a true teacher. A careful study of Rule 83, with the instructions of the Graded Course upon this subject, will be your safest course. Threats of violence intended only to frighten pupils have nothing of good in them. Secure the confidence of your pupils by promising or threatening nothing that you do not fulfill.

"It is hoped that you need not be reminded that your best and your undivided energies are to be given to school work during school hours. Your hours for recreation and for sleep should not be interfered with, lest thereby you be unfitted for the duties of the succeeding day. You will not, either in school or out, do what you would not permit a child to do, and of course your own desk will never contain such books as it would be improper for a pupil to have in school. It will be your highest ambition to *be* what you would have your pupils *become*, and thus will you find yourself working easily, pleasantly, and profitably."

.....The Board of Education has asked the Common Council to issue the last \$150,000 of the half-million dollars of bonds authorized by the last legislature for erecting new school-houses.....During the month of February, the total enrollment was 20,346; average number belonging, 18,561; average daily attendance, 17,857; per cent. of attendance, 96.2; number of tardinesses, 4,126.

.....At a recent examination of candidates for the position of Principal, the following was the list of questions:

*Arithmetic*.—1. Illustrate, by an example, the division of one Common Fraction by another, and analyze the process, step by step.

2. Find the G. C. D. of 589 and 899, analyzing the process.

$$3. \frac{5}{7} \times (100 - \frac{200}{3} + \frac{7\frac{1}{3}}{2\frac{1}{4}}) = ?$$

4. What is meant by the 'Metrical System', and what is the Unit of Length?

5. 6  $\bar{3}$ , 35, 1  $\bar{9}$ , 15,232 gr. to lb. av. expressed decimally.

6. A farmer expended \$76 in calves, at \$3 each, and sheep at \$2 each. He afterward sold  $\frac{1}{4}$  of his calves and  $\frac{2}{3}$  of his sheep for \$23, thereby losing 8 per cent. How many of each did he buy?

7. If a line drawn from a point on one side of a square,  $\frac{1}{4}$  the distance from the angle A. to the angle B., to a point on the adjacent side  $\frac{1}{3}$  the distance of the angle A. to the angle C., measures 42 feet, what is the area of the square?

8. A careless grocer bought 10 hhds. of molasses, each containing 120 gals., at 24 cents per gal., and retailed it at 28 cts., beer measure. Did he gain or lose, and how much?

9. For what sum must I give my note at a bank, at 90 days, to receive the money requisite to pay for 400 bbls. of flour, at \$7.50 per bbl., on which the seller allows me 6 per cent. discount for cash?

10. A gardener ordered an iron roller, the outside diameter to be 20 inches, the length 50 inches, and the thickness  $1\frac{1}{2}$  inches. How many cubic inches will it contain?

*English Language and Literature.*—1. Analyze:

"Who has no inward beauty, none perceives,  
Though all around is beautiful."

Parse the words in italics.

2. What is a complex sentence? Give an example in which both subject and predicate are complex.

3. What is the use of rhetorical figures? Give examples, and define any in the following:

"And trembling Tiber dived beneath his bed."

4. What is the principal source of the sublime? Illustrate the difference between the sublime and the beautiful.

5. What are the different uses of *that*? Give examples of each.

6. Decline eagle, hero, valley, which, and p.

7. Who was Spenser? When, where and in whose reign did he live? Describe his principal work.

8. What languages form the basis of the English? What classes of words are derived from each.

9. Define epic poetry, and name the great epic poets of antiquity, with their most celebrated productions.

10. Quote at least ten lines of some poem with which you are familiar, transpose the same into prose, and give a concise biographical sketch of the author.

*Geography and History.*—1. Name four cities of the Eastern Hemisphere having about the same latitude as Chicago.

2. Describe the Danube river, tracing its waters from their source to the ocean; and say what you can of its commercial value.

3. Name, in their order, and locate, the five largest cities of the world, giving (approximately) their population.

4. Trace the meridian of Chicago from the North to the South Pole, naming the countries or states crossed by it.

5. Name the countries of the world (including islands) crossed by the equator, and describe the largest country and the largest island.

6. State the cause of the French-and-Indian War; its date; and the circumstances that served to open it.

7. Give an analysis of Burgoyne's campaign.

8. Braddock's expedition.

9. Name the Norman monarchs of England. What House succeeded them?

10. The Spanish Armada. Date, and full history.

*Natural Science.*—1. How do rain and snow differ? What are the uses of snow? Why are not rain-drops always of the same size? Why is snow white?

2. Describe the different methods by which heat is communicated.

3. Explain the action of the common pump, giving a figure of one.

4. Give the theory of the origin of unstratified rocks, naming several.

5. Name and describe the branches into which the animal kingdom is divided.

6. Composition of air? Of water?

7. How do trees grow?

*Algebra and Geometry.*—8. Solve the following, finding all the values of  $x$ :

$$\left(x + \frac{8}{x}\right)^2 + x = 42 - \frac{8}{x}$$

9. Demonstrate: "In any right-angled triangle, the square of the hypotenuse is equal to the sum of the squares of the other two sides."

10. Demonstrate: "Any inscribed angle is measured by half the arc included between its sides."

*Miscellaneous Questions.*—1. In what does business consist? What is book-keeping, and how many methods are there? What are the characteristics of each?

2. Suppose you are in the wholesale grocery business in Chicago, and sell

to-day to Ed. Cook the following goods: 3 chests of Tea, each containing 75 lbs., at 1.45 per lb.; 14 barrels of Sugar, each 200 lbs., at 17¼ cents; 4 sacks O. G. Java Coffee, each 160 lbs., at 48¼ cts. per lb.; 45 bbls. Dried Peaches, each 140 lbs., at 9⅞ cts.; 4 sacks Table Salt, 198, 202, 191, 209 lbs., at \$3.45 per C. These goods you agree to sell at 60 days, but as he prefers to pay cash, you discount 1¼ per cent. Make out his bill, as he should have it after receiving the goods and paying you the money.

3. Write the note he would give for the above bill in case he preferred to take time on them.

4. Under what conditions would the Tropic of Cancer be situated 30° from the equator. Would this affect any other circle? If so, which, and to what extent? Would such a change disturb the physical condition of the earth? If so, how? Would it affect commerce? If so, how?

5. What circumstances affect climate? Illustrate at length.

6. Describe Glaciers and their method of formation. State where they are found. Are there any in the Western Hemisphere?

7. What is meant by Drift, and the Drift Epoch? Does this state exhibit any of the effects of it?

8. Describe the process of digestion.

9. At what age would you recommend that the study of technical English Grammar be commenced, with ordinary children? Explain the method you would pursue.

10. What educational journal do you subscribe for? Give a synopsis of some article in any late number which has specially struck your attention.

*Orthography and Definitions.*—Correct the following: "Preferring the kornelion hues, and sepperateing the innuendos, I will simply state that a peddlars poney ate a pottatoo out of a waggin while its owner anounst that he was a traveller, and had for sale jewellerey, stashionary and every conseavible articals of dry-goods, and confest considerable embarasment, as he was not only nearly phrenzied, but was almost sick with an eggzajgerated attack of tizzie, besides his ordinary afflixion of kronik diarear."

Spell properly, and define the words whose pronunciation is indicated below: Newmonix, Skurillus, Sickkofant, Amorfus, Teknollojy, Hemmerage, Arketraiv, Abrijment, Dyakkilon, Velossipeed.

PARIS.—It is but one year and a half since the schools of Paris were organized under the graded system, with a high school. Want of proper buildings, and old established prejudice against new things, were obstacles to be met and overcome. The prejudices have been met and dispersed. The old buildings are full of pupils, well graded, well taught in most cases, the school is supplied with maps, charts, globes, and other implements to facilitate teaching, and the methods of teaching are fully at par, especially in the primary departments. It is a question whether any can be found superior to them. The teachers in primary departments are Miss S. V. Groff, Miss Anna Cole, Miss Jennie Vance, Miss Lizzie Pattison, and Miss Sue Stephenson. In the High School there have been 81 pupils enrolled during the past month. Of these, 68 study Algebra, 44 study Latin and French, 20 study German, 18 study Natural Philosophy. All study Intellectual Arithmetic, History and Geography, Composition and Declamation, and the *Science of Reading*, with the *Art of practicing* the science. The per cent. of attendance the past month was 98. In connection with the High School, a Lyceum is sustained, that is likely to prove of inestimable advantage. Its meetings are crowded by citizens, who are delighted with the exercises. Every exercise is characterized by life and practicality, through the school. Mr. H. A. Neal is Principal of the Grammar School, and Mr. Jas. H. Austin, A.B., is Principal of High School. The Superintendent holds weekly meetings of all the teachers, and they are instructed in methods of teaching in each department of instruction, and in government. These meetings give the vitality to the whole school.

MAX.

CLINTON COUNTY.—The Teachers' Institute met at Carlyle, March 31st, and remained in session three days. The attendance of teachers was very good. A great interest was manifested by all present, owing, no doubt, in a great measure, to the untiring, instructive and energetic services of Prof. B. G. Roots, of Tamaroa, who was with us during the session, and to whom we are largely indebted.

O. B. NICHOLS, Superintendent.

CARBONDALE.—The *Southern Illinois College* is located at this place, and is in a very flourishing condition. Mr. Braden, the President, will organize a Teachers' Class at the beginning of the next term—commencing Monday, April 6th—for the purpose of drilling teachers in the *best* methods of teaching, etc. Prof. Braden is a graduate of some college in Ohio, and is a splendid instructor, and has a good corps of teachers. Students of both sexes are admitted to the college.

T. J.

LEE COUNTY.—The Institute for this year has been postponed till August.

#### FROM ABROAD.

PENNSYLVANIA.—We are in receipt of the very able report of Hon. J. P. Wickersham, State Superintendent, for the year 1867. The statistical tables are very complete, but, from the fact that the schools of Philadelphia are not included with those of the whole state, their comparative value is considerably impaired. The working and results of the public-school system are more carefully noted than is usual, and from the tables we present the following figures, which possess a general interest. The whole number of teachers was 15,209, whose average age was 23 years. Of this number, 2,592, or about one-sixth, had never taught before, and 3,258 had taught less than one year, both of which classes comprise more than one-third of the whole number; 2,519 had taught over five years. Of education in manufacturing establishments the report is not complete, only 24 establishments, employing 5,057 hands, giving statistics. Of this number, those who can not read and write received \$30 per month wages; those who could read a little received \$46 per month; those who could read well, but were poorly educated in other respects, received \$55; while those well educated in all respects received \$85. In making the above estimate, *skill* was considered an element as well as learning. Quite a number of workmen who could neither read nor write were receiving high wages because of their aptness at certain kinds of work. The following statistics of education in relation to crime are of great value. The number of inmates in state penitentiaries was 1,205. Of this number, 226 were classed 'illiterate' when received into the prisons; 208 could read; 746 could read and write; and 20 had a good education. From these facts Mr. Wickersham draws the following inferences: (1) *That since the proportion of persons wholly illiterate in Pennsylvania is very small, ignorance is a fruitful source of crime.* (2) *That the ability simply to read and write, on the part of the people composing it, does not largely protect society from the commission of crime.* (3) *That a good education tends, in a marked degree, to prevent crime.* Desiring farther to ascertain the truth, the Superintendent has collected the statistics of the Eastern Penitentiary for two periods of 13 years each, one preceding and the other following the year 1854. During the former period the number received was as follows: illiterate, 164; read only, 154; read and write, 499. During the latter



period the respective numbers were 221, 195, 898. From these statements it appears that the percentage of increase of 'illiterate' was 34.76; of those who could 'read only', 26.62; and of those who could 'read and write', 79.96,—the percentage of the last class being much greater than that of either of the other classes. Upon these statistics the Superintendent comments as follows:

"But this fact simply shows that the illiterate classes had greatly diminished during the latter period, and that reading and writing alone do not make a people virtuous. If we consider the relative proportions of those in the present condition of society who can be considered illiterate, as compared with those who can read and write, the argument will still be strong in favor of education as a means of preventing crime. The staggering fact, however, remains to be accounted for, that in the thirteen years previous to 1854 only 817 convicts were admitted into the penitentiary, while in the thirteen years following 1854 the admissions were 1,314,—an increase of 60.83 per cent.; the increase in population for the same period being 30.61 per cent. Can it be that our social condition is growing worse? Can it be that our schools are increasing crime rather than diminishing it? I do not think that either conclusion is the correct one. Upon examination, it will be found that the principal increase in the number of convicts was in the years 1865 and 1866. The obvious cause of this was the disbanding of our large armies and the consequent increase in the number of persons without employment. The same phenomenon appears in the statistics of the prisons and penitentiaries of other states. Besides, I doubt whether the results to be obtained by comparing the state of education and amount of crime at different periods can ever be depended on as showing the effect of education on crime. There are various causes which powerfully affect the amount of crime committed in a community at a given time, and education is but one of them. Among the most powerful are the price of provisions, the scarcity of labor, and the density of population. . . . The only safe mode of testing the influence of education upon crime is to fix the number of illiterate, and those possessing different degrees of education, living at the same time in a community, and then ascertain the relative tendencies to crime among the several classes. The friends of education court this test, feeling sure that wherever it is applied it will be found that good schools make good men, and that in respect to crime an 'ounce of prevention', in the shape of cheerful school-houses, is worth more than a 'pound of cure', in the shape of huge penitentiaries and frowning prisons."

Want of room prevents our making extracts concerning the Colleges and Normal Schools of the state, and other educational subjects discussed in the report.

NEW YORK.—The salaries of teachers in *Buffalo* have been fixed as follows: Principals, \$1,800; preceptresses, \$1,000; assistant male teachers, \$1,300; female teachers, \$650.....*The Cornell University*.—The Trustees of Cornell University met at Albany on the 13th of January, and elected the following named gentlemen as members of the faculty: Professor of Agriculture, Joseph Harris; Professor of Military Science, Maj. J. H. Whittlesey, of the United States Army; Professor of Mining and Metals, I. H. Mitchell; Professor of North-European Languages, D. W. Fiske. The following were elected to the non-resident professorships and lectureships: Professor of Natural History, Louis Agassiz; Professor of Agriculture, Gov. F. Holbrook, Vermont; Professor of General Geology, Jas. Hall, New York State Geologist; Professor of English Literature, James Russell Lowell; Professor of Recent Literature, George Wm. Curtis; Professor of Constitutional Law, Theodore W. Dwight. The nomination of Gov. Holbrook was made upon the recommendation of the Executive Committee of the State Agricultural Society. The reports presented by the different committees show that the affairs of the University are satisfactory beyond the anticipations even of its warmest friends. Every thing will be in



readiness for the opening of the institution on the third Wednesday in September next. Seventeen professorships have been filled, and eleven vacancies remain. Most of the latter will be filled in July. Gifts to the amount of \$1,500 were tendered as premiums for the encouragement of meritorious students.....In *New York City*, the average attendance upon evening schools has been 3,923 males and 2,638 females. The expense of these schools has been \$88,000.

MINNESOTA.—The graduating exercises of the senior class in the *State Normal School* took place in January last. The class numbered 16, and is the third sent out by that institution.....The *Minnesota Teacher* has, by an act of the legislature, been made the organ of the Department of Public Instruction in the state. Whether the state subscribes for any number of copies we are not informed.

MISSOURI.—No one of the recent slave states has shown more thoroughly a disposition to conform to the new order of things than Missouri. While every fact in her past year's history shows great prosperity, in no department has progress been more marked than in that of education. In the recent report of her Superintendent, Hon. T. A. Parker, her educational condition is presented and her needs are ably and forcibly discussed. If the recommendations there made are adopted and carried out by the legislature and educators of the state in the spirit of earnestness there manifested, it will not be long before northern intelligence and thrift will characterize her people. From the Superintendent's report we gather the following items: The number of children between 5 and 21 years is 476,192, or 171,675 more than were reported in 1866. Number of public schools in state, 4,840, being 2,156 more than in 1866; number of school-houses, 4,135, showing an increase of 1,500 new school-buildings during the year. Such commendable enterprise in this direction has, perhaps, hardly a parallel in the country. The number of colored children educated in the state is 33,619, nearly double the number in 1866. There are 6,262 teachers in public schools, 2,982 of whom are males, and 3,280 females. The amount of money paid for salaries is \$641,974. During the year 90 teachers' institutes have been held. In urging the necessity of a State Normal School, the report states that the first normal school was established in Prussia in 1835; the first in this country in Massachusetts, in 1839. Now Prussia has 56 such institutions, or one to every 44,643 public-school pupils; France has 90, or one to about 25,000; England has 40, or one to every 53,669; Switzerland has 13, or one to every 26,923; Massachusetts has 4, or one to every 50,825.....In *St. Louis* there are 23 public schools, 9 public academies, 15 Catholic schools, 1 Episcopal, 1 Hebrew, 5 Lutheran, 3 Methodist, 2 Presbyterian, 2 industrial schools, 8 orphan asylums, 2 institutes for the blind, 5 universities, 3 medical colleges, a first-class law school connected with the Polytechnic, 6 hospitals, 9 convents.

RHODE ISLAND.—The *Institute of Instruction* held its twenty-fifth annual meeting in Providence, January 24th and 25th. The meeting was an interesting one, judging from the names of the lecturers and the subjects of their lectures. ....Mr. Bicknell retires from the editorship of the *R. I. Schoolmaster*, and Hon. J. B. Chapin takes his place as resident editor, assisted by twelve monthly editors.....Many prominent citizens of Rhode Island have united themselves in an association called the *R. I. Educational Union*, in order to encourage

the general establishment of evening schools, free libraries, reading-rooms, and other means of popular instruction, in order to reach the mass of those who are untouched by the day-school as yet.....The Commissioner reports 515 schools in the state during the past year; amount of school fund, \$324,830; amount paid for building school-houses, \$80,000. He urges that the term-time of schools be extended to 40 weeks per year.

IOWA.—Rev. James Black, D.D., Vice-President of the United College of Jefferson and Washington, of Canonsburg, Pennsylvania, has been elected President of the State University. He will assume the duties of his office on the first of June.

INDIANA.—The professors and instructors in the colleges and other high-grade literary institutions of the state have organized an *Indiana Collegiate Association*. The objects, as set forth in the constitution, are the promotion of collegiate and general education throughout the state. The first regular meeting will be held at the same time and place as that of the State Association.....The candidates for the office of State Superintendent at the coming election are, on the Republican ticket, Barnabas C. Hobbs, President of Earlham College; on the Democratic ticket, Rev. John R. Phillips, Principal of the Washington Public Schools, Daviess Co.

DAKOTA.—*Cheyenne*, a town six months old, has a population of 6,000, a school-house costing \$35,000, and several hundred children attending school in it.

PUBLIC SCHOOLS OF ENGLAND.—We take from the *Journal of Education* for Ontario the following condensed account of some of the great public schools of England:

"*Eton College*, the most celebrated of all the public schools, was founded by Henry VI, A.D. 1440, by the name of 'The Blessed Marie College of Etone, beside Wyndsore.' The scholars are of two kinds — King's scholars, so called in consequence of the wish of George III, who are eligible from 8 to 15 years of age, the statutable qualification being that they be 'poor and indigent'; and the independent scholar, or oppidant, whose education averages from £150 to £200 per annum for each boy. *Harrow School* was founded by John Lyon, a yeoman of the parish, in 1571. He conveyed property 'to six trustees' for the endowment of a schoolmaster and an usher, the gratuitous instruction of the children of the parish, and for the endowment of four poor exhibitioners for the two universities. The scholarships and fellowships within its gift are, Lyon's exhibition of £30 for four years to either university; Sayer's two exhibitions of £52 10s for four years to Caius College, Cambridge; Nield's two exhibitions of £30 for three years to any college of Oxford; Gregory's exhibition of £100 for four years to either university; and Earl Spencer's exhibition of £30 to either university. *Rugby School* was founded by Lawrence Sheriffe, a grocer in London, in 1567. It was originally designed only for the benefit of the town of Rugby and its neighborhood. Parents who have resided in Rugby for two years, or at any place in the county of Warwick within ten miles of it, or even in the adjacent counties of Leicester and Northampton to the distance of five miles from it, are privileged to send their sons to be educated at the school without paying any thing whatever for their instruction. The scholarships within its gifts are exhibitions of £60 per annum at any college of either university. *Christ's Hospital* was founded by Edward VI, in

1552. Its object was the education of poor children. Four hundred orphans were first admitted. They were clothed in russet, which was soon changed for the dress still worn. In 1672 Charles II founded a mathematical school for the instruction of forty boys in Navigation. The children are taught, lodged, and clothed, without any expense to the parents, and provided with all the books for which they have occasion, and with such as are bound to a trade an apprentice fee is paid."

CANADA.—Many of the first and best men in Toronto are petitioning the legislature to enact a law making education compulsory.

AFRICA.—A liberal man in England has given \$12,500 for the erection of a female boarding-school at Sierra Leone. Africa, like all other countries, 'needs mothers'; and in this provision for enlightened and educated females we hail a new promise of Africa's future greatness and prosperity.

INDIA.—The former prejudice against female education in India is gradually giving way. A school for girls of good caste has been established at Madura by intelligent natives, and is well supported and flourishing. In several cases native females have, at their own expense, employed educated Christian women to give them instruction.

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### NOTICES OF BOOKS AND PERIODICALS.

(38) FOR more than twenty years the 'Word Method' has been fighting its way against established systems and popular prejudice, gradually gaining ground until it has been acknowledged by the best educators as nature's own method. As it reaches its maturity, its author sends it out to the world, carefully revised and neatly arrayed in a new dress. For most teachers no argument is necessary to show that *words*, not *letters*, are nature's first media of thought. When the child has seen a cat, the idea of a cat enters into his mind as *one thing*, and not as an aggregate of head, ears, eyes, tail, legs, fur, etc. So when he wishes to give expression to his idea he says *cat*, not c-a-t, cat. His first utterance is a word or an attempt at one. In this little book, the author has adopted this idea and arranged a series of exercises by which the child is led on in his use of words until, without knowing how and without special instruction, he has learned the letters of which they are formed. Mr. Webb has invented a set of Dissected Cards, intended to accompany the book, the use of which it explains and illustrates. For the purpose of conveying the force and meaning of words, and at the same time securing naturalness of expression by the pupil, we have seen nothing equal to them. They are valuable as a means to encourage the formation of sentences, the first step to an intelligent use of language. We heartily commend the work to teachers, as one worthy their careful perusal.

W.

(39) IN the systematic treatment of its subject, this work is a model for the imitation of all who would practice its precepts. Its logical division of discourse into parts, its analytical and comprehensive, and at the same time practical, discussion of them, are some of its prominent features. Rhetoric is very properly considered a distinct branch of study and not a part of Logic, Æsthetics, or Ethics, but it is discussed in its relations to all of these. Whenever opportunity occurs, the author has illustrated his subject with apt quotations from different authors, and numerous erroneous expressions are inserted

(38) WEBB'S WORD METHOD. A new method of Teaching Reading, founded on Nature and Reason. By J. Russell Webb. E. B. Smith & Co., Detroit.

(39) ART OF DISCOURSE. By Henry N. Day, Author of Logic, Art of Composition, etc. Charles Scribner & Co., New York; S. C. Griggs & Co., Chicago. 12mo., 343 pages.

for correction by the student. The work seems well adapted to the purpose for which it was written. W.

(40) WE have examined this work with more than usual interest, because of the large amount of new and valuable information it contains. Commencing at the point where the Common-School Arithmetics end, it carries the student forward into the actual transactions of mercantile and commercial life. It is based upon the principle that a preparation for transacting business should be made before the hurry and pressure of business is met. With this view in mind, the author has presented the methods in actual use in various business transactions, with a clearness and conciseness not usually found in text-books. The compendium of forms and general information relating to commercial and business life will be found of great value. The book is well adapted to the purpose for which it was written—to prepare the student for the duties of mercantile life. As a manual for reference, it is worthy a place on the desk of every clerk and accountant. W.

(41) THE publishers have prepared in this work a book more adapted to class recitation than the 'Introduction to the Study of Geography', published by them two years since. The aim has been to present the subject in the same natural and familiar manner as in the previous work—the plan being to impart information by exercising the child's faculties of observation and description. By judicious exercise of his common sense he is brought, of himself, to form many important conclusions, and the best possible discipline for mental development is afforded. It is intended to contain only that which should be firmly fixed upon the memory. The work is beautifully illustrated by engravings and *physical* maps, and contains valuable instructions for teachers in presenting the various topics to their classes. We consider the book a suitable introduction to the valuable series of which it forms a part.

(42) IN the 'History of a Bit of Bread' we have an instructive and charming book. Though apparently so humble a subject, yet, before it finishes its course, it introduces us to many important and interesting relations. The author has admirably succeeded, in a series of letters to a child, in explaining the wonderful mechanism of the human system and the agencies of the different parts, tracing at the same time the evident marks of design seen at every step, and has invested even the dry details with the charm of romance. The volume contains also a vocabulary and a list of idiomatic expressions, but the vocabulary seems to us too meagre to be of use to those who need one at all.

(43) EVERY one knows how a familiar maxim or precept of childhood may become strengthened with years, until it becomes a rule of action, an element of character through after life. These mottoes, kept before the eye of the child, continually remind him of noble thoughts and purposes, and point the way to a better life. They are printed upon heavy and finely-colored card-board, 8x14 inches in size, in prominent and tastefully-arranged letters. Besides the moral influence upon the pupils, they would be an ornament in any school-room. The whole set will be sent for \$1.00 to any address, postage paid, by J. P. McCaskey, Lancaster, Pa. W.

(44) THIS little book is a compendium of the leading events, with dates, of these nations. The compiler, whose name is not given, is evidently a teacher. So far as it goes, it is somewhat upon the plan of the valuable compend of Dr. Gregory. The book will prove useful to the student of history, and we should judge may be successfully used in the class-room.

(45) THE author states that this little volume has been prepared with special

(40) THE CRITTENDEN COMMERCIAL ARITHMETIC AND BUSINESS MANUAL. By John Groesbeck, Principal of Crittenden's Philadelphia Commercial College. E. C. & J. Biddle, Philadelphia; E. Speakman & Co., Chicago. 12mo., 348 pages.

(41) GUYOT'S ELEMENTARY GEOGRAPHY FOR PRIMARY CLASSES. Charles Scribner & Co., New York; S. C. Griggs & Co., Chicago.

(42) HISTOIRE D'UNE BOUCHÉE DE PAIN. Leypoldt & Holt, New York; S. C. Griggs & Co., Chicago.

(43) THE LANCASTER SCHOOL MOTTOES: *Thirty Mottoes and the Lord's Prayer.*

(44) A SUMMARY OF ENGLISH AND FRENCH HISTORY. 331 pages. A. S. Barnes & Co., New York.

(45) ELEMENTARY GERMAN GRAMMAR. Jas. H. Worman, A.M. A. S. Barnes & Co., N. Y.

regard to the wants of beginners. We should judge that he has measurably succeeded in his aim, if by beginners is meant those of some maturity of mind. It is a very good introductory work for some of the larger grammars, and by it alone a person will get no despicable knowledge of the language. The author does not attempt too much; nor does he ring so many changes on a few phrases that no person in conversation ever uses as do some who make larger pretensions.

(46) WE have received from Ticknor & Fields the last four volumes of their beautiful Diamond Edition of Dickens. While their various larger editions may be more desirable in some respects for the shelves of the buyer who is able to purchase the best, yet this edition, with its clear type, its fine illustrations, its neat binding, its fitness for the pocket or the satchel, and, more than these, its cheapness, must continue to meet with large sales. As we said in a former notice, these render it peculiarly fitted for teachers, who must keep their libraries in small compass. The last of these volumes—*The Uncommercial Traveler and other Christmas Stories*—contains several 'Uncommercial Traveler papers', not included in any other American edition, and a number of Mr. Dickens's later Christmas Stories,—as *Mrs. Lirriper's Lodgings*, *Mrs. Lirriper's Legacy*, *Doctor Marigold*, *The Boy at Mugby*, *The Holly Tree*. These have been specially collected and revised for this edition by Mr. Dickens himself. This volume also contains a complete Index of Characters introduced in all Mr. Dickens's Novels, and a Synopsis of the Principal Incidents,—a feature peculiar to this edition of Dickens. The cost of each volume of the Illustrated Diamond Dickens is \$1.50; plain edition, \$1.25.

(47) THERE are very few, even of those esteemed well informed, who are at all familiar with the history of Liberia. The sources of information have not been generally accessible, and the subject is one that has not received the attention its importance demands. In this small volume the compiler has gathered together more extended and reliable intelligence respecting the history of Liberia and the surrounding country than is to be found in any other work with which we are familiar. The result is a very readable and interesting history, which will be very useful to the freedmen who may wish to investigate for themselves the propriety of emigration. The work contains many letters from various colonists to their friends at home, giving their views and experiences. It also gives the inaugural address of Pres. Benson, in 1860, the text of the Treaty between Liberia and the United States, and the Constitution of Liberia.

(48) WE have received and examined, or tried to examine, some books bearing the above euphonious title. One of Dr. Scott's unlearned parishioners is reported to have replied to his inquiry—that she understood the 'Pilgrim's Progress' very well, and hoped she might be able to understand his 'notes and explanations' after a time. We have ventured to indulge, quite remotely, a similar hope with reference to these treatises on addition, subtraction, etc. We confess, however, to being not over-sanguine. To plain minds the connection between elementary arithmetic and elementary drawing is not at once apparent; but 'Shemariah' seems to have discovered the principle that connects them, and accordingly presents lessons in both on every page. The author has one excellent requisite of success, and that is an unlimited confidence in the importance of what he has to say.

(49) WILLIAMS's Topical Lexicon is one of those books which we are glad to see multiplied. There is far too little use of the dictionary in our schools, and any thing that will tend to excite an interest in definitions and etymologies we gladly welcome. By the topical arrangement, the words belonging to one topic are put together, and thus the student is enabled to compare and select. To illustrate: We open the book at random. The topics relating to position are all arranged in succession thus: Low; high; the bottom; the top; perpendicular; to stand; to sit; to hang; horizontal; to lie; to lean, etc. Take

(46) BARNABY RUDGE; TWO CITIES; GREAT EXPECTATIONS; CHRISTMAS STORIES AND SKETCHES BY BOZ; THE UNCOMMERCIAL TRAVELER, etc. Ticknor & Fields, Boston.

(47) THE REPUBLIC OF LIBERIA. G. S. Stockwell. A. S. Barnes & Co., New York.

(48) THE SHEMARIAH PRIMARY ARITHMETIC. Shemariah, 84, Nassau St., N. Y.

(49) WILLIAMS'S READABLE DICTIONARY AND TOPICAL LEXICON. 360 pages. A. S. Barnes & Co., New York.



any one—as 'to sit', for example: under this, to sit, spoken of a person, to sit, spoken of inanimate things, sedeo, sedentary; sedulous; assiduous; reside, preside, each with its appropriate definition. It will at once be seen that such a work may be of great use to younger pupils; and to older ones also. The book contains also a list of foreign terms and phrases, and of abbreviations, together with an alphabetical list of Latin and Greek roots.

(50) THIS excellent little book will prove of value, not alone to Sunday-school teachers, but to all engaged in imparting instruction to the young. Mr. Pardee is full of enthusiasm upon his subject, and can not fail to awaken at least a little in the minds of his hearers. To the earnest Sunday-school teacher, seeking how he may best perform his great work, and desirous of making his labors efficient, and especially to Sunday-school superintendents, we very fully commend this work. Every teacher may gather many useful hints from it.

(51) THE WESTERN BOOKSELLER, published by the Western News Company, Chicago, contains notices of new works, lists of current publications of publishers, east and west, and literary announcements. Issued monthly. \$1.00 per annum.

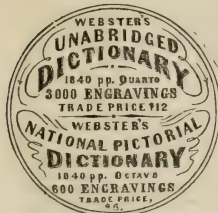
(52) WE have received the third number of the *Qui Vive*, a monthly literary paper, edited and published by the students of Shurtleff College. It is a well-edited and creditable college paper, containing papers from the President and some other members of the Faculty. If students will generally take an interest in and write for such papers, they may be made of great value. Too often, however, the labor devolves upon a few.

The same may be said of the *McKendree Repository*, published every two weeks by the students of McKendree. Both these papers give evidence of care and thoughtful labor on the part of the editors, and, we judge, of good support on the part of the students. Those who regularly and perseveringly contribute to their columns will find that very soon the much-dreaded Compositions and Essays have lost all their terrors, and have become a source of pleasure, rather.

(53) WE have received from L. S. Thompson, publisher of the *Teacher of Penmanship*, Sandusky, O., a very simple contrivance, 'The Pen-holder's Assistant', which we should judge is well calculated to secure proper position of the pen, and to prevent the hand from turning over upon the side. Sent, postage paid, to any address, for 15 cents.

(50) THE SABBATH-SCHOOL INDEX. By. R. G. Pardee, A.M. 256 pages. J. C. Garrigues & Co., Philadelphia.

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I fully agree with Prof. Grover in his opinion of the Excelsior Liquid Slating.

S. H. WHITE, Principal Brown School, Chicago.

# ILLINOIS TEACHER.

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VOLUME XIV.

MAY, 1868.

NUMBER 5.

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## THE JOINT EDUCATION OF THE SEXES IN COLLEGES.

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Prepared for the Illinois State Teachers' Association, Galesburg, Dec. 1867.

BY ROBERT ALLYN.

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[Concluded from last month.]

3. Joint education will more widely diffuse the blessings and aspirations of knowledge and discipline than the separate instruction of the sexes can. Has not every one seen families from which the boys were sent to college to become learned and refined, while the girls remained at home to slave in the kitchen and to remain coarse or frivolous? or, on the other hand, instances where the girls were educated at a fashionable seminary to be elegant and literary, while the boys drudged on the farm earning money to make their sisters ladies at a cost of \$500 a year? I remember a family four brothers of which were all educated at college and four sisters of which were left in ignorance by the arrangement; and both parts of the family became unfit to associate with each other. Refined men could not endure ignorant women. I know another family out of which three girls were liberally educated at a city ladies' seminary, and the three brothers worked the farm, and the two parts of the household lost all sympathy and fitness for the society of each other. The fathers could not afford the expense of educating all in the separate schools which they thought society demanded, and the older boys in the one case, and older girls in the other, absorbed the means and attention. Had it been expected that the girls and boys should acquire an equal education and together, every member of each family would probably have enjoyed good, if not equal, advantages; and certainly the present and coming generations would have been enabled to enter life with better cultivated powers and more disciplined skill to perform life's duties. This point of the wider diffusion of education by the joint education of the sexes can hardly be overestimated. It awakens emulation and stimulates every portion of any given community. I know a family whose

three sons and two daughters were for three years educated in a seminary for both sexes at an annual cost of less than either of the families above named expended for two sons or two daughters at a time; and these sons and daughters continued to be fit associates, and are yet all of them equal workers in developing the nobler virtues in the several societies where they reside, as preachers, or teachers, or wives. And the influence which they carried to their native town was wonderful to stir other young people to seek after knowledge, and their parents to provide them the means to obtain it. So it will always be. Educating brothers and sisters together will diminish expense and spread the desire for culture far more than almost any thing else.

In this connection let it be remarked that, since woman's right to a large education has been conceded, and she has been in many schools already noted educated by the side of man, science has certainly been much more rapidly diffused; and so of happiness and virtue. It is not proper to claim this increase of knowledge and prosperity as a result of the joint education of men and women, but it certainly is largely due to the increased attention given to the instruction of women. For, if you give a noble aspiration after truth and refinement to the mother who forms the infant soul, you will surely infuse that aspiration more effectually into the minds of those whom she controls. This part of the argument, therefore, takes in its scope the economy of education, its more extensive diffusion, and the surer elevation of future generations; and if all these are rendered probable by our theoretical reasoning, and if the experiments already made do not tend to destroy their force, the case may be said to be very fairly made out.

4. The sexes do need for their mutual perfection intercourse from their earliest days; and their joint labors and presence, wherever it has been tried, has always been beneficial. In the church it is good. In the ball-room it is a necessity. In the social circle it elevates. Even in the work-shop and retail store, in the political gathering and the lecture-room, both sexes profit by their intercourse. And the beer-garden is not so brutal when women go there, and the end of its baleful influence is nearer when men are obliged to practice self-restraint because their wives are with them. A school is better taught when men and women unite to give the instruction and perform the government. Why, then, will not learning be better done and the learners be better improved where the sexes meet and join in labor? Besides, in these cases manners will become more refined — men growing more manly, courageous, and helpful, and woman becoming more womanly, gentle, and trustful. There will be repressions of coarseness on the one side, and of affectation on the other; exhibitions of self-sacrifice on the one part, and of endurance on the other. The mutual intercourse and rivalries and antagonisms will bring out more

distinctly the exact and noble characteristics of each sex. There will be little danger of either sex copying the other, for their association will continually reveal to each how needful each is to the other and how their peculiar differences supplement each other. Strength in man calls for reliance in woman, and tenderness in woman for persistence in man. As the north pole of the magnet calls for and attracts the south pole, so man's distinctive peculiarities call forth woman's essential characteristics. The proper trial of any material should be in circumstances similar to those in which it is to be used, and such a trial always brings out the qualities native to that material. Iron does not become oak, nor oak iron, by any tests or uses you may put them to. So any proper tests you may contrive for man or woman will not change, but will rather develop, the native force and bent of each, and will fit each for the peculiar use designed. It is in solitude that man grows effeminate and woman hard and cruel. Monks and novices are contemptible chiefly because of their ignorance and inexperience. Occasionally some are noble, but still in spite of their exclusion from society. They have never been formed for life in all its duties nor tested by all human trials, and they have never developed the best character.

5. Besides, it may be argued in a line similar to what has been previously said, the elements of character are essentially the same in man and in woman. Man may have the more of active courage, and woman more of fortitude. These are both phases of the same virtue. Man may have more enterprise, and woman more prudence. But what are these but the same quality of energy revealed in different forms, like magnetism and electricity? Man has more force, and woman more grace; and these are strikingly like momentum and velocity. So the same qualities give success to both, and both have need of strength, patience, endurance, discipline, skill, wisdom, and decision. As these qualities are so essentially the same, will they not best be produced by the same means? And if by the same means, will the work not be better done for both young men and young women in each other's presence? Both sexes use the same food to produce blood and bone and muscle, and practice rather better manners at table in each other's society than when separated; and may it not be so with their mental food? Besides, there is the same virtue for man and for woman—according to the gospel, if not according to social custom. Shall not the principles of that virtue, then, be inculcated jointly? In fact has it not been, partly at least, due to the different and separate education against which we are contending that the world has adopted a much more lax system of justice for man than for woman? May we not, then, ask why the community should be put to a more than double expense and reap smaller benefits for the sake of imitating the monasticism of mediæval times?



Will it be said that woman's virtue is more retiring—less rude, more refined and delicate—and can not withstand the fierce blasts of the world, and, like a fine water-color painting, will not bear the touch or too near a look? Such ideas are some times started, but they are as untrue as they are unreasoning. If there has been any virtue in the world from the beginning which has withstood the hardest trials, and that too with an increase both of grace and strength, that virtue has been woman's. And as the world has grown in civilization, it has been finding that the womanly virtues, as they are called, are the noblest crowns of humanity, and the Christian religion insists on the practice of these as the best and richest fruits of her heavenly culture. We do indeed reproach woman for having been the first in the transgression; but she fell in seeking knowledge apart from her companion man, as may be the case now in some of our nunlike seminaries. Still, poetry and romance, no less than religion, reckon woman's peculiar virtues—tenderness, sympathy, purity, self-denial—as higher in rank than those ascribed more exclusively to man—as courage, energy, strength, and persistence. This fact might serve as a hint to the sort of education to be given in our schools—a training more like what we have called peculiar to our girls. It may be said that the education for women consists largely in what are called accomplishments. And what harm can these do to men? If men will deal in pins and needles, and tapes and ribbons, and gimps and laces, and worsteds and chenilles, why, in the name of sense, are they not made to learn the uses of these things? If a society gives up to its men the selling of bonnets and gewgaws, and gimps and feathers, and fineries generally, why not teach those men to make such articles in their intervals of waiting on customers, in stead of nursing a pair of soft and idle hands? Women still do the drudgery of these kinds of business, and allow men, like the savages, to enjoy the idleness of them. If both engage in them, let them be equals; and certainly let not the man, who claims to be the stronger, do the lighter and more frivolous work, and throw the harder on the weaker sex.

Our argument might now close. But there are a few objections, very easily refuted, which, if not met, might throw a shade of uncertainty over the whole subject. Some of them must, therefore, be briefly noticed.

(1) Affairs of the heart will engross the attention of many young women; marriage engagements will be contracted, and perhaps love-matches will be made up and consummated. Besides, much precious time may be wasted in romancing and billet-writing and moonlight rambles, if the sexes are brought together at the very susceptible ages from fourteen to twenty-two. Admit the facts stated. They are but one development of the proper nature which we all inherit, and there is a ready reply. Do schools exclusively for one sex wholly escape

such revelations of folly? Can you find a large school or college where such affairs have not occurred? Are there no Gretna-Green marriages from our best female seminaries? Do our colleges for males alone show no cases of gay Lotharios among their students? The truth will, I think, be found to be that less damage results from such cases occurring where the sexes mingle than where only one is allowed. There is, some how, more equality in the attachments, more of a life purpose and less of mere passion in them; and while they may be regretted, still they do not spread so fearful a ruin. But where brothers and sisters mingle, and where teachers seek for a moral control and for power in this particular direction, the very danger will be a caution to many, and in all the habits of self-control and thoughtfulness contracted will be beneficial. By meeting in recitations and at meals and in social meetings, all the students will be prepared properly to measure the others, and the tendency to hasty attachments will be repressed. It will, to be sure, require watchfulness, and a faithful, moral frankness and courage on the part of instructors, to preserve entire propriety on this point; but, on the other hand, it will afford occasions for most excellent and practical lessons in regard to the conduct of life. So far, then, from thinking this objection in any degree fatal to our proposed joint education, I regard it as one of the reasons for desiring such education. It only says, in fact, what has already been said, that young men and young women should receive the highest and finishing part of their education as nearly as possible in the circumstances in which they will use it in after life—just as soldiers receive the finish of their discipline in actual battle, and not on parade.

(2) Woman is not physically or mentally equal to the hardships of higher collegiate education: at least, she is not capable of keeping pace with man along this difficult road. Objectors will say, as does the scorner introduced by the poet, of women,

“Nature made them blinder motions  
Bounded in a shallow brain,”

and will affirm that they can not attain to scientific excellence. In reply to every thing of this kind, it is only necessary to turn to real life and make observations. If a housekeeper's duties were not as many and as perplexing and as long-continued as a storekeeper's, and generally as well done, we might admit woman's inferiority; but when ninety-four per cent. of all storekeepers fail in business, and fully two-thirds of women housekeepers succeed tolerably well, and many admirably, we shall not be disposed to speak slightly of woman. Look at the work that woman does—the real work of the world—and has done from the beginning, and see if she has not done the full half of it. In savage and half-civilized nations she has done nearly the whole of the hard work of society; and in civilized and refined nations a careful record would show that she does her full share of it.

You will say history does not affirm any such thing. But history never yet has proposed to tell the facts of the world's life or its progress, of its work or growth. History tells us that man has done the chief part of the world's fighting and windy debate, of its writing and gladiatorial shows, of its theatrical acting and wrestling and boxing and racing horses, and such like. But what does the assertion of this imply? Not one of these doings produces or makes bread or clothes, or rears children. Who, then, while man is engaged in the useless occupations, is left to perform the needful and necessary avocations of society? Women and slaves. And to-day, in our civilized and refined society, women are doing considerably more than half of the practical hard hand-labor of the community. Men are clerks, and women drudges, about stores and clothing establishments. Men use machinery, and women fingers. And then look at any western or eastern village, and count the idle, gambling, drinking men, and reckon if you can find the tenth part as many idle women. Our students and teachers in social science are just beginning to find the causes for our physical deterioration in the overstudy and overeducation of women. They might find far more potent causes in the overwork and undereducation of women, and in the dissipation which idleness breeds in men. Distraction and worry and labor to care for helpless children and their idle and more troublesome fathers, and not scientific pursuits and intellectual cultivation, are the murderers of our women.

See this same objection met and overthrown in another form. Go into our seminaries exclusively for ladies, or into those for both sexes, and look over the lists of studies for the young men and compare them with those for the young ladies. There are certainly as many for the girls, and in addition she will make much of her own dresses, or do a vast deal of crocheting or worsted-working, or practice music and painting. And she must graduate at sixteen or seventeen, while the young man shall not do this till eighteen or twenty-two. If the facts as seen in our schools prove any thing on this point, they prove that woman is stronger than man, and can do and does perform more work than man. And the controversy as to woman's strength and power of intellect as compared with man's would well-nigh be settled if we could look impartially on the many examples of her works of genius and on her practical deeds in the world's history. A Zenobia, a Catherine, an Isabella, an Elizabeth, a Victoria, a Browning, a Hemans, a Beecher, and hundreds of others, have demonstrated beyond a cavil that woman stands not a step lower than man on the great hill of science or of labor. Hers is, in a very emphatic sense,

"The intuitive decision of a bright  
And thorough-edged intellect to part  
Error from truth,"

and the world is beginning to recognize this significant fact. And when it gives her as good an education for that larger share of work which she now performs as man now receives for his less part, then will it fly with a double speed along the upward plane of progress.

(3) But the culminating objection is, If we educate women as well as and along with men, making them the equals of men, they will desire and demand the same political franchises and honors. They must vote and hold office. And while a woman holds the highest office in the realm where the people speak our language, and fills that office better — with more of wisdom and foresight and profit to the world than any man who ever sat on the same throne, I, for one, am not willing so to stultify my judgment as to say that my own fair countrywomen could not vote as intelligently and as honestly as the recently-imported Irish of the City of New York, or as the illiterate backwoodsmen of our western wilds. Whatever woman has yet done, she has done it certainly as well as man; and I, for one, shall not doubt but that when she desires it, and the country asks her to vote and to hold office, she will improve considerably on the example we men have thus far set for her. When men tried to raise money for the soldiers in our late war, they found that women were the best organizers and ex-ecutors in the grand enterprise; and when we want their help in politics, as the signs of the times seem to indicate that we shall, I would have them prepared in the best possible way for their duties. And I do not believe there can be a better preparation for woman than a collegiate education along with her brothers and equals. If civilization is glad to copy and diffuse womanly virtue; if religion is willing to augment her education and extend her spheres of activity; if benevolence is compelled to seek her aid and even to give her the lead in measures calculated to advance the interests of the race; if polite society must defer to her as its recognized leader, and the commonwealth employ her to educate its children in both knowledge and virtue; and if all these regard her as at least equal in right and in power, and not one of them insists that she shall work solitary and alone, as in a harem or a nunnery, shall our colleges alone deny her access to their halls, and shut against her those doors which lead to the libraries and museums and treasures of the ages? We hear much said about our colleges' losing the sympathies of the people, and of their failure to accomplish the work expected of them. Is not the secret of such a complaint just here? Every thing else has taken woman as an equal and an honored partner, while the colleges, following the monkish traditions of a celibate clergy, have persisted in excluding her, and in banishing from their halls her grace and her virtue, her sympathy and her divine nobleness?

## PECULIARITIES OF THE BLIND AS PUPILS.

BY J. LOOMIS.

MR. EDITOR: I wish to call your attention to that interesting class of pupils, the Blind. I do not propose to discuss theories, but to present facts. If opinions are given, they shall be respectfully submitted. I shall address myself directly to you, partly because this method is more agreeable to myself, and partly because I shall believe you to be an attentive listener; and one such is much more inspiring than many listless hearers. I hope to say nothing, however, uninteresting to teachers.

### PECULIARITIES OF PUPILS.

Before I introduce you to the class-room, allow me to introduce to you the pupils, as they come from the towns and prairies of our beautiful state, and before the influence of institution life has changed them. You can thus the better appreciate the difficulties and successes of their teachers. You can not be unmoved at the sight of nearly one hundred blind pupils. I have seen not only sensitive ladies weep at the sight, but strong men. But a word *inter nos*. Restrain your emotions. Do not pity them. *That* offends. Speak to them as you do to other pupils. Thereby you shall have their good opinion. Do not forget that they are only *blind!* not *deaf and dumb*, as many do! and for all their misplaced words of pity, they themselves, in turn, become subjects of commiseration for *blindness* worse than *loss of sight*. These pupils have lost one sense. They have gained thereby no new faculty. Like others, some are bright geniuses, some are dull. The theory that the loss of one sense is compensated by new powers in others is more fanciful than real. A roguish girl may indeed admit that she can accomplish some of the extraordinary things attributed to the blind; but when your are gone she will laugh at your theory. But pardon her mischief and her dissimulation. She can distinguish white beads from colored, truly, but not by touch. White worsted is softer than colored. This fact is a blind girl's explanation, and this item of knowledge enables her to point out varieties. But *color* can not be distinguished by the touch. The blind can do many marvelous things; but the true explanation is *culture*. Loss of sight does not develop musical talents; but a disciplined mind, a cultivated ear, and educated fingers, alone enable them to become superior musicians. Capacity in the seeing and the blind is the same, granting that the latter have *one sense less only*.

At the Institution there are representatives from families of every condition in society.



Some children come from homes of wealth and refinement. These are neat in attire, refined in manners, and graceful in address. They have been carefully instructed in many things. They are conversant with books, and had made considerable progress in study, perhaps, before misfortune closed 'the windows of the soul' for ever. In short, there is nothing in their appearance which would excite remark, were it not too evident that the lustre-light of the countenance is gone.

Other children come from the very opposite condition in life. Home! that word around which cluster so many sacred memories; Home! that word to which our hearts respond with chief emotion after all our achievements and all our wanderings; alas! to them, to these little unfortunates, the word awakens no delight. Parental affection may have exhausted itself in futile efforts to improve the condition of the child. Perhaps the scanty earnings have been expended in vain endeavors to restore it to sight. And when resource and hope have failed, the child has been confined to a corner, like a criminal to his cell. This has been done not through want of affection. On the contrary, from very excess of love, the little unfortunate is doomed to this seclusion. In stead of sending it abroad to sport in the sunshine with other children, the stricken mother confines it to her side, lest a greater calamity should befall her child. Thus debility of body and of mind is brought upon the child—calamities greater than any which she seeks to avert. Yet, O maternal love, let it be revered even in its weakness. The error is want of knowledge. If one thing appeals to our sympathies more strongly than another, it is such a child—poor, pale, and forlorn; rude in speech and uncouth in actions; broken in health and crushed in spirit; no home of joy and no friend to aid it. To such, also, the Institution opens its doors. Their first lessons are upon the play-ground. Their unused limbs are scarcely able to accomplish the circuit of the buildings and the grounds. They are often indisposed to play, and many a fancied hardship is endured because they are turned out upon the green, with more playful but more fortunate companions. But physical culture must precede mental. Not till a boy can play well can he learn well.

Children whose condition resembles, more or less, one or the other of these extremes make up the complement. Reform begins at once and these differences become less noticeable. Children are here whose parents represent every nationality. Of course, the influence of diverse opinions and national prejudices is very observable. There are those who have been instructed in every religious belief, as well as those who have had no religious instruction. Some are conscientious and gentle, as might be supposed, while some are indifferent, if not suspicious and perverse. Undisciplined mind, aversion to study, and impatience at restraint, characterize them, as other uneducated children and youth.

Particular mention must be made of those who, by accident or by

some sudden sickness, have lost their sight subsequent to childhood. Upon none has the calamity fallen with such force. The very young do not realize their loss. Not so the former. In a moment, misfortune utter and complete has fallen upon them. The more fortunate the circumstances may be, the more intense the suffering. The greater the ability to comprehend, the more clearly is the calamity appreciated. The more sensitive the nature, the more distressing the contrast between the happy past and the gloomy future. Prospects of future ills are magnified; present ones are intolerable: and, whether present or future, all are real, none are imaginary. Hopes of successful enterprise are gone. They were once centres of happy circles; now the happy throng move on without them. The delicate attentions of companions must be exchanged for infrequent and formal courtesy. That the mind should preserve its equanimity under such reverses were more than human. If murmurs are not indulged, the heart is oppressed. The seeing enter upon a course of study as a means to future eminence. Conscious ability to succeed is success half accomplished. But the blind have not this inspiration: they exchange an active life for that of study, in consequence of misfortune—perhaps, as an only alternative. At every step their loss becomes more apparent. To the young the chief sources of delight are the senses. That of sight is most extensive, whether the ever-changing panorama of nature is contemplated, or the face of loved companions. The thoughts must be turned from pleasure to study. Intellectual pursuits can neither be appreciated nor enjoyed till instruction has done much. The paths of learning are not always inviting to the seeing; to the blind they are rugged and toilsome in the extreme. “Hills peep o’er hills, and Alps on Alps arise.” The delicacy with which a mind so oppressed and so broken should be treated can not be overestimated. It *should be* a strong but a gentle hand that removes the opposing obstacles. It should be a patient but sensitive spirit that leads such to their highest achievements. What teacher, whose pupils have every faculty unimpaired, does not often deplore his inability to do? How much more the teacher of the blind! But he can know no weariness, no impatience, no discouragement. He must mount the eminence he would have them ascend. He must exemplify that life which he would recommend. *Ora et labora.*

Some pupils exhibit a humble Christian character in their afflictions. They enter upon a course of studies with delight, determined to make the best of their opportunities. They are gentle, good, teachable. Intellectual pursuits are congenial to their tastes. They are grateful for every assistance rendered. That some repine at their lot must be admitted. They find the restraint and study of institution life repulsive; while a few give up in despair, reject the proffered good, and turn away as wanderers seeking rest and finding none.

Now to mould these discordant elements into one harmonious whole, to inspire the desponding with new hopes, to guard the good from evil and to make them wiser, to reform the habits of thought and speech and action of the rude, to make all feel that blindness is not the greatest calamity, that to know and to be good are better than to see,—*"Hic labor, hoc opus est."*

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## THE OBEDIENCE OF CHILDREN.

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BY JOHN S. HART, LL.D.

Principal of the New Jersey State Normal School.

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THERE is much misapprehension as to the true nature of obedience. Wherein does obedience really consist? What is its essence?

Merely doing a specified act, which has been required, is not necessarily an act of obedience. A father may have a rule of his household that the children shall rise in the morning at five o'clock. A son who habitually disregards this rule may rise at the appointed time on a particular morning, in order to join a companion on a fishing-excursion, or for some object connected solely with his own pleasure and convenience. Here the external act is the one required. He rises at the hour enjoined by his father's command. But his doing so has no reference to his father's wishes. It is not in any sense an act of obedience. Something more than mere external compliance with a rule or a command is needed to constitute obedience. In other words, not only the act itself must be the one required, but the motive must be right.

If I am led to do what my father or my mother requires, by mere dint of coaxing, or by the expectation of cakes, or pennies, or promised indulgence of any kind, if it is a bargain, in which I give so much compliance for so much per contra of self-gratification, the compliance rendered is not an act of obedience. As well as might a man profess to obey his neighbor because he gives him a bag of oats for a bag of corn. A great deal of what passes for obedience in families and schools is mere barter. Strip the matter of all glosses and disguises, and the naked truth remains, that children are hired to do what the parent or the teacher wants to have done. They do not obey, in any legitimate and wholesome use of the word. They are quiet when they should be quiet, they learn the lessons they should learn, they abstain from whatever things they should abstain from, because they have learned that this is the only way to gain the indulgences which they desire. The parent and the teacher use a motive adequate to secure the outward act, but they do not secure obedience.

It is not obedience for a child to do a thing because his reason and conscience tell him that the act in itself, without reference to his parents' wishes, is right and proper. At least, it is not filial obedience. I may be obeying my conscience, but I am not obeying my father. Many parents, who are above the weakness of bribing their children, satisfy themselves by reasoning with them. Far be it from me to say a word against any legitimate appeal to the reason and conscience of a child. Children, at the proper age, should be taught to reason and to judge for themselves, in regard to the right and wrong of actions, just as they should learn to walk alone, and not be for ever dependent upon leading-strings. Only, let it be understood that, just so far as the child acts on its own independent judgement, the act is not one of filial obedience.

Obedience is doing a thing because another, having competent authority, has enjoined it. The motive necessary to constitute any act an act of obedience is a reference to the will and authority of another. It is the submission of our will to the will of another. The child receives as true what his parents say, and because they say it; so, he does as right what they command, and because they command it. That fact is, and in the first instance it should be, to the child's mind, the ultimate and sufficient reason for either believing or doing—for faith, or obedience. This faith and obedience rendered to my earthly father, which is only partial and temporary, besides serving its own immediate ends, in securing a well-ordered household and my own best interests as a child, has the further end of training me for that unqualified faith and obedience which I am to render to my heavenly Father, and which is of universal and permanent obligation. One object of the parental relation seems to be to fit the soul for this higher obedience. I must, however, learn to obey my father simply because he is my father, and because as such he has the right to command me, if thereby I am to learn, for a like reason, to obey my heavenly Father. No lower motive will secure the end.

Submission to parental authority is not always the instinctive impulse of childhood. Where this submission is not yielded, it must be enforced. Authority, in other words, requires sanctions. The father has no right to command, unless he has the right to punish in case of disobedience. Furthermore, if he does not, especially in the early childhood of his offspring, train them to a habit of real obedience and submission to authority, he does his children a great wrong. He deprives them of the benefit of that habit of obedience which will be of the utmost value to them in their future religious life.

A man forbids his child to eat green apples. The child abstains. That abstinence is not necessarily an act of obedience. He may abstain because his mother offers, in case of his doing so, to give him sugar-plums, and he prefers the sugar-plums to the apples. This is

not obedience. Or, his reason and experience may have taught him that the eating of green fruit will cause him sickness and pain, and so he abstains for the same reasons that his father, mother, or any body else, does. This is not obedience.

But children often have not the forethought to look at remote consequences, or they have not the strength of purpose to deny a present gratification for the sake of a distant good, and especially for a good of which they have only a vague idea through the representations of their parents or teachers. Suppose such a case. Suppose a child with a strong inclination and desire for the thing forbidden, and with no clear apprehension that there is any thing wrong or hurtful in the indulgence, except in the fact that the father has forbidden it, and with no temptation of a higher indulgence as a reward for abstaining. If, in such a case, the child abstains, he performs a true act of obedience. He really subjects his will to the will of his father.

This kind of implicit obedience is greatly needed. It is to be secured just as our heavenly Father secures obedience to some of his laws. If a child thrusts his finger into the candle, he violates a law, and he instantly suffers for it. We are surrounded by many such laws, without the observance of which we could not live a day. To teach us obedience to these laws, the penalty of transgression is immediate and sharp. There are other laws of our physical well-being, the penalties of which are remote; and in regard to those we have room for the exercise and cultivation of our reasoning powers. Now, in childhood, there are many things which a child should be taught to forbear doing as promptly as he forbears to thrust his hand into the fire. Yet for these things there is no natural penalty. Here the command of the parent should be promptly followed by penalty. The authority of the parent and the penalties by which he sustains it guide the child during those years when reason and the power of self-denial are weak. But, to make this discipline easy and effective, there should be no hesitation or uncertainty about the exercise of it. Parents often have to strain their authority, and use very largely their right of punishment, because they are so unequal and irregular in their methods of government. A child soon ceases to thrust his finger into the fire. Fire is not a thing which burns one day, and may be safely tampered with the next. So, if disobedience, invariably and promptly, without passion or caprice, and with the uniformity of a law of nature, brings such a penalty as to make the disobedience painful, there will be little transgression and little need of punishment. A child does not fret because he can not play with fire. He will not fret because he can not transgress a father's direct command, if he once knows that such commands *must* be obeyed.



SUMMER SCHOOLS.

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WE are in receipt of an essay on the above subject, read by Hon. J. D. Pierce before the Michigan Convention of Superintendents during the holidays. The subject is one of much importance, and is discussed from the stand-point of experience as well as of common sense. We present portions of it in our pages, feeling that its arguments are as applicable in the latitude of Illinois as in that of Michigan. The essay was adopted as the sense of the convention, and the State Superintendent was requested to embody it in his next report.

"The wise man tells us that to every thing there is a season, and a time to every purpose under the heaven. Hence, times and seasons, as well as places, are to be regarded in the establishment of schools. It is obvious that it would be unsuitable to build a school-house in a swamp, or to locate one on the edge of a dangerous cliff. Equally inappropriate would the hour of midnight be for the summoning of children to the school-room. These things are so perfectly evident that no illustration can make them plainer.

"Equally untimely and inappropriate are schools in midsummer. They are in every relation unprofitable, if not positively injurious. In the very nature of the case, it can not be otherwise. I apprehend that no one can be conversant with the schools during the intense heat of summer months without coming decidedly to this conclusion. Such, certainly, has been the result of my experience the past season. To me it is perfectly clear that summer schools are a waste of time, a waste of money, a waste of labor, and a waste of intellect; involving in the end a loss of reputation to the teacher.

"From the first of May to the fourth of July I visited about sixty schools. During this period they were generally well attended, and there was activity and life in the school-room. On the daily register there was here and there only a note of absence; showing conclusively that interest in the school was as yet unabated. Then bright and smiling faces greeted you—vigor on the part of teachers and activity on the side of the pupils were visible—all seemed to be awake and in earnest. Scarcely a complaint was to be heard from any quarter in regard to the management of the school.

"But how was it afterward? The whole scene was wonderfully changed. In the thirty schools visited during the hot season, not one-third of the pupils were then in attendance who had been previously. Take for example two schools visited on the same day: up to July, one numbered 22, the other 72, equal to 94; after that date, one had 3, the other 27, equal to 30. Schools that had numbered from 25 to 45 were found with 7; none had more than 12. *One only* retained any thing like its usual number.

"But this is not all, nor is it even its worst feature. With this decrease in attendance, there was a like decrease in the life and spirit of the school-room. Here one is nodding—there one lopped down, fast asleep—another has slipped under the bench and is stretched out reveling in his dreams. The teacher is depressed—her life and vigor are abated, and, of course, the interest she once felt in her school is in the same ratio lessened. It is useless to complain; for, in the very nature of the case, it can not be otherwise. Besides, the heat of summer produces a depressing effect. This is plainly visible in the minister and in his congregation. If ever there is a lack of activity, and if ever there is drowsiness, it is at this season. The teacher must be a salamander and her pupils of the like order to withstand unaffected its influence; especially when the school-room is unprotected by shades, blinds, or even curtains, from the scorching rays of a meridian summer sun. Such a room is a vast deal more oppressive than the open field.

"Equally injurious are those midsummer schools to the reputation of the teacher. No matter how successful the school may have been up to this period, a decrease in numbers will be sure to be followed by a corresponding decline in interest. However unjust it may be, this will be likely to be attributed to the teacher. It will be forgotten that two-thirds of her pupils have been withdrawn from school for home work; that what remains to her are a few little ones; that all the advanced classes have been broken up, and all that is to be done is to while away the time with them. To the question How is your school getting along? is it prospering? the answer is, 'The fore part of the season it went on first rate; but latterly it has run down, and the teacher seems to have lost her interest in it.' What else could have been expected? No reputation that a teacher may carry into the school-room can be sustained unimpaired through the months of July and August. And hence, no one who regards reputation will ever consent to teach during this season.

"There should, therefore, be no schools during these midsummer months. Nothing can be more unprofitable, in every aspect and relation in which they may be viewed. Besides being in some respects positively injurious, as already affirmed, they are a waste of time, a waste of money, a waste of labor, and a waste of intellect. The employment and expenditure of these at such a time brings back no adequate compensation. It is to be remembered, also, that it deprives two-thirds of the children of each district of what rightfully belongs to them—of two months in each year of their school time, which no money can ever bring back to them. When haying and harvesting commence, the services of every child that can do any thing, either in the field or in the house, are needed, and hence called into requisition. This is well, and doubtless for the best. There is a necessity for it.

But the school terms should be so arranged as to meet this necessity, without depriving such as are thus obliged to leave school of their just rights. And this can be done, and ought to be done.

"If a district decides to have three months' summer school, commence early in April. The wet and the mud of this month are in no respects so detrimental to the progress of a school as the hot suns of July and August. When it is decided to have four or five months, let the time be divided into two terms, and commence the first early enough so as to end by the fourth of July, and the second about the last of August. Let this be done, and the teacher and pupils will re-assemble, and begin again, and go forward with renewed activity and zeal. Observation and experience concur in demonstrating the inutility of schools during the heat of the summer months. Let the appeal be made to every director in the state to apply the proper remedy. Spare our little ones and their teachers the burden and oppressiveness of the school-room in the hottest part of the day, while yet the sun is pursuing his course through the heavens in his fiery chariot and pouring forth his scorching rays. During his reign, when all is aglow with heat, and when beasts and birds bury themselves during these hours in the deepest shades, why should children be forced to the school-room and confined there through six of the most oppressive hours of the day? When high schools, academics, colleges, and universities, all close their doors, as this season approaches, why must the primary schools be kept open? There is no reason in it, no right and no utility in it."

#### TEACHER AND PUPIL.—

There is a great difference betwixt a man that teacheth, and a child that is to be taught; for though I do not altogether hold with him that sayeth a man in his childhood is no better than a brute beast, and useth no power but anger and concupiscence, nor take upon me here to dispute whether a child learneth more by rote than by reason, yet this I dare aver, that the more condescension is made to a child's capacity, by proceeding orderly and plainly from what he knoweth already to what doth naturally and necessarily follow thereupon, the more easily he will learn. A man therefore who hath the strength and full use of reason, must conduct his young learner to follow him in a rational way, though he must not expect him to go as fast as himself. And forasmuch as a child is tender, a man must abate of his roughness; seeing a child is slow of apprehension, he must not be too quick in his delivery; and seeing a child is naturally awkward in his work, he must not be too passionate if he do amiss. . . . I would advise him that hath to deal with a child, to imitate the nurse in helping him how to go forward, or the gardener in furthering the growth of the young plant. Tall wits, like long backs, can not abide to stoop—saith a teacher of eloquence; but whosoever is a school-master, and would do his duty as he ought, must account it a point of wisdom to condescend to a child's capacity, be it never so mean. How have I delighted to see an artist (I mean a watchmaker or the like), spend an hour or two, some times, in finding a defect in a piece of work, which he hath afterward remedied in the turning of a hand; whereas a more hasty workman hath been ready to throw the thing aside, and to neglect it as good for no use. Let the master ever mind where a child sticks, and remove the impediments out of his way, and his scholar will take pleasure that he can go on in learning.

CHARLES HOOLE.

## EDITORIAL DEPARTMENT.

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EDITOR'S CHAIR.

IN SEASON.—The prompt appearance of this number of the Teacher will be a source of gratification to its readers; and to no one does it afford greater pleasure than to those more immediately connected with it. By means of his new steam press and other facilities for work, our publisher will be able hereafter to place before our patrons their monthly installment of educational intelligence in its proper season.

In order that our part of the preparation may be done most acceptably, we remind our readers of their interest in the Teacher. To say to them that it is peculiarly their journal is to repeat an old story. Occupied with their daily professional duties, as its editors are, but little time is left for them to attend to the preparation of articles, or collecting items of educational news for its pages. Hence teachers, and educators generally, are cordially invited to present articles, briefly and pointedly written, expressing their views upon the educational questions of the day. Especially do we request them to send in for use short accounts of Institutes, educational meetings, condition of schools, new school-houses, changes of teachers, and, in short, any thing which, if transpiring in another part of the state, they would be glad to know. Send them as early as the 15th of the month, to be in season for the next number.

In this connection we have one more request—that our readers will interest themselves in increasing the subscription-list of the Teacher. Let each one present the subject to his fellow teachers and send in at least one additional subscriber. With an increased circulation we shall be able to add correspondingly to the excellence of our pages.

THE CONTENTS OF THE PRESENT NUMBER.—Our readers will be interested in the series of articles from Prof. J. Loomis, of the 'Institute for the Education of the Blind' at Jacksonville in this state, of which the first is given in this number. Prof. Loomis's experience as an educator is not confined to his present sphere; hence his opinions concerning methods of instruction will possess greater value. The article from the pen of Dr. Hart, Principal of the New Jersey State Normal School, is especially valuable at this time, when so much is being said upon the subject of School Government. The vigorous and practical thoughts of Dr. Willard, formerly editor of the Teacher, will be welcomed by all, even though there be some to disagree with him.

[Some of the articles above referred to are unavoidably omitted, although we give a large extra number of pages and more than the usual proportion in type of small size.—PUBLISHER.]

HOW RIGIDLY SHOULD THE GRADATION OF SCHOOLS BE OBSERVED?—The greatest step forward in school management, of late years, has been the systematic arrangement of studies so that they form a naturally progressive course. The advantages in classification, in the economy of time, and in the saving of teaching-force, are great, and so evident that they need only be mentioned here.

Our present purpose is to speak of an abuse of the system by which it is

made to partially defeat its own object. We refer to a disposition to make the gradation of classes too rigid. For instance, an effort may be made to divide a course of study into such portions that scholars of average capacity can master each in a year. In accordance with this plan, the classes are arranged so that each one shall begin a grade with the year, and pass on, year by year, till they have finished the course. We think the case is fairly stated.

Supposing that a school is large enough to be properly graded, the first objection lies against having all the classes of a grade commence at the beginning of the grade with the year. Such a course is a mental wrong to the pupils. If there are more than enough for one class of convenient size, all will not have the same degree of advancement, and injustice will be done to the more advanced in placing them as far back as the less advanced.

Another objection lies in the fixedness of such a system. If enough pupils having very nearly the same attainments can be brought into one class at the beginning of the year, it is not in accordance with experience that their mental progress should be the same. From superior privileges, or greater mental capacity, some will soon be found in advance of the rest, far enough, perhaps, to be in a higher class were the pupils properly graded. The detention of such is plainly a loss of time and a discouragement to them, while the hurrying of the slower ones for the purpose of keeping them in the class is injurious to their good scholarship and real progress. It would be better to reorganize classes once or twice during the year by means of careful examinations, and allow the abler ones to go forward as their abilities permit, and the duller ones opportunity to master their studies by remaining longer in the grade. The real object of a graded course is to so arrange the studies as to facilitate instruction and advance the pupils more rapidly, not to make an unyielding classification of pupils, correct enough at first, but very unequal in a short time. The studies are to be graded for the purpose of facilitating the pupils' progress over the course, and not retarding the advance of any.

Other inconveniences are in the fact that pupils are continually entering school, and if classes are a year apart they will often be wronged by being placed in classes too far or too little advanced for them; and also that examinations for passing grade, which ought to be real tests of scholarship and not made in haste, will all be brought at the same time, when, from the great amount of work to be done, there must of necessity be haste and lack of desirable thoroughness.

**COOK COUNTY NORMAL SCHOOL.**—The increased advantages for the thorough training of teachers for their profession is a fact extremely gratifying to all earnest educators who desire to see instruction become a systematic development of the full powers of childhood into the strength and maturity of manhood, and who long for the elevation of the business of teaching more completely to the rank of the learned professions. Institutions for the education of teachers have been established in almost every state, some states having five or six. In many of the large cities, also, the normal school forms a distinct feature of the system of instruction.

In the establishment of the Cook County Normal School a step has been taken still farther in the same direction. From the fact of its being the pioneer of its class, it is worthy of something more than a passing mention. The institution was organized last September by the Board of Supervisors, under the amended School Law. The building and accommodations were furnished



by the people of Blue Island, in which village the school is located. The object is to furnish free instruction to all persons in the county who wish to become teachers, the pupils pledging themselves to teach in Cook county only, exclusive of Chicago, for two years, if required. Non-resident pupils may be admitted by paying a tuition-fee of \$30 per year. The course extends over two years, and is very thorough. The number of students present at the opening was 32, which has been increased to 57, most of whom are ladies. The school is in charge of D. S. Wentworth, Esq., Principal, assisted in the Normal Department by Miss A. A. Frost, a graduate of the Normal School at Framingham, Mass. The High-School department is conducted by Mr. J. A. Shurtleff, A.M., a graduate of Bates College, Maine. The Training Department is under the direction of Miss A. Paddock, a graduate of the Oswego Training-School. The German Department is under the superintendence of Prof. Parkerbush. The pupils of the public school of the place form the experimental department of the institution, in which much of the instruction is given by the members of the higher Normal Class.

In an examination of the classes, recently held by a committee of the Board of Supervisors, a most favorable impression of the high character of the instruction and the efficiency of the training was created. During the visit of the committee, the Principal submitted a report stating that many persons desiring to enter the school had not had the thorough study necessary to entering upon the prescribed course, and advising that a preparatory course be introduced, in which the elementary studies can be more thoroughly mastered before the instruction in principles and methods is given in the Normal School. Such a course should embrace practical arithmetic, grammar, geography, etc., in which studies a student must pass a satisfactory examination before he can enter the Normal Class. It was also recommended that each pupil-teacher be required to teach and observe in the training-school from seven days to four weeks, as the case requires, during each year of the course. The Principal was authorized to make such changes in the course of instruction as seemed to him desirable. The course of instruction is as follows:

## FIRST YEAR.

- 1st Term—Arithmetic, Grammar, Geography (Local and Political), Phonics, Reading, Spelling, Theory of Teaching.  
 2d Term—Arithmetic completed, Algebra begun, Grammar, History, Geography (Descriptive), Physiology, Reading, Spelling, Composition, Practice of Teaching.  
 3d Term—Algebra, Geometry, Science of Government, Constitution, History completed, Composition, Elocution, Penmanship, Elements of Book-keeping.

## SECOND YEAR.

- 1st Term—Geometry, Philosophy, Latin, Elements of Astronomy.  
 2d Term—Philosophy, Geology, Latin.  
 3d Term—Geology finished, Botany, Latin, Review of Studies of the Course.

During the Winter term the number of pupils has been as follows: in the Training Department, 106; in the German room, 63; in the High School, 70. There is prospect of a large class entering the Normal Department at the opening of the Spring term, April 13. The second year will commence on the first Monday of September next.

YEARLY ISSUE OF BOOKS.—The following is an estimate of the books, pamphlets, etc., published in this country during the year 1867:

	Vols.		Vols.
Fiction.....	741	Education.....	75
Religion and Theology.....	257	Sociology and Households.....	32
History.....	107	Amusements.....	17
Poetry.....	120	Philosophy, Morals, Temperance.....	25
Law.....	121	Science.....	21
Medicine.....	70	Government.....	38
Travels and Geography.....	74	Biography and Genealogy.....	103
Belles-lettres, etc.....	80	Learned Literature, etc.....	25
Fine Arts.....	31	New Periodicals.....	11
Arts, Trades, Occupations.....	142	Other books.....	34
Total.....			2,124

The result of a recapitulation of the works published in Great Britain during the same time varies little from that of past years, an average of 5,000 volumes seeming to be near the present standard of publication. The actual number of new works issued was 3,516 volumes, at the publishers' price amounting to rather more than a thousand pounds sterling. The reprints of works formerly issued was 1,422 volumes.

JUNE NUMBER.—We are glad to be able to present in the next number an article from Prof. J. R. Boise, of Chicago University, on the 'Best Method of Teaching Languages to the Young, and the Time when such Instruction should Commence'. This number will also contain Prof. Loomis's second article, 'The School-Room', and contributions from other new correspondents.

CORPORAL PUNISHMENT.—There seems to be no limit to the fruitfulness of this subject for universal discussion. In some localities its opponents are so industriously urging the matter of its abolition that, from very persistence, they may accomplish their purpose. While such is the case, it can not be expected that teachers, who form a much-interested party, shall allow the matter to go by default.

The question of its abolition has been brought before the Massachusetts Legislature, and the Committee on Education have given a hearing to its friends and opponents. Among those who were opposed to the measure were Joshua Bates, Esq., Master of the Brimmer School, and Hosea H. Lincoln, Esq., Master of the Lyman School, Boston, men of long experience and established success as teachers, whose opinions as educators are worthy of universal respect. Their statements of objections, left with the Committee in writing, cover the ground so completely that we transfer them to our pages.

Mr. Bates presented the following:

"1. The unruly pupils must be expelled, thus depriving a class of children who most need education of the benefits of school instruction.

"2. The child thus excluded, when a man, will hold the teacher and the law responsible for neglecting to enforce obedience, and thus sending him into life wayward, lawless, uneducated, and unfitted for the duties of good citizenship.

"3. Industrious and well-disposed children will be deprived of many benefits which influence and develop character and scholarship in schools well organized and well disciplined.

"4. The great mass of children who receive the benefits of school will come to be those who, from character and surrounding influences, never need corporal punishment; and all others will form a class by themselves.

"5. There will be a lower standard of discipline and attainment in schools where the *right* to punish is taken away.

"6. The teacher will lose the very means now in use in many families as *aids to home discipline*, and thus he, who stands in the eye of the law *in loco parentis*, will be prevented from exercising the legitimate rights of a parent.

"7. Legislation on this subject is a manifest injustice to teachers, until a law prohibiting corporal punishment in families has been created and enforced.

"8. Resort will be had in schools to punishments more objectionable in their character than corporal punishment properly administered.

"9. Legislation on this subject takes from the hands of the teacher rights secured to him in all past time by the best judicial authority, and justified by the decisions of the courts in all civilized countries.

"10. Finally, the teacher who *usually* governs his pupils without corporal punishment is, by the proposed legislation, deprived of one of his strongest aids in controlling them, namely, *the grace of refraining to use his power to punish.*"

Mr. Lincoln presented the following:

"1. The right to administer physical chastisement upon refractory pupils should be vested in teachers without legislative restrictions.

"2. Teachers unworthy to be trusted with this power are unfit for the functions of their high office, and should be removed.

"3. Good disciplinarians can not be manufactured by legislation; but the influence of efficient instructors will be materially weakened by legislative action upon school government.

"4. If Massachusetts, by restrictive legislation upon methods of school discipline, show her lack of confidence in the educators of her children, she will teach her youth a lesson that they will not only easily learn, but upon which they will rapidly improve.

"5. If the proposed legislative action be consummated, the responsibility of the government of the schools of this state will not legitimately rest upon the teachers, for, by their essays, debates and resolutions, they have almost, if not quite, unanimously expressed the conviction that such action would be highly prejudicial to the best interests of those institutions."

FRENCH VIEW OF ILLINOIS SCHOOLS.—The little school-house sent by Captain Lyman Bridges to the Paris Exposition, last summer, has had the good effect of calling the attention of the old-world savans to American systems and means of education. Monsieur H. Ferte, late Chief of Primary Instruction in Paris, has published an able and very comprehensive report upon education in this country, the following extracts from which will be of interest to the readers of the Teacher.

"By the side of the magnificent edifices raised by the Eastern people in the park of the 'Champ de Mars' we find a house of modest appearance, an exact reproduction of one of the numerous free primary schools which are erected in the country districts of Illinois, one of the States of North America. Step into this school, and you will find in it the comfort which the American people so well know how to produce in all things appertaining to its population—spacious room, well ventilated, desirable and convenient desks, handsome maps for the walls, and a thousand other accessories, of which we shall speak more specially when we come to examine the material of the school. For the present, we shall only speak of the condition and number of pupils and teachers in Illinois, as found in the Report of the Superintendent of Public Instruction of that state for the year 1865.

"Out of a population of 2,250,000 inhabitants, Illinois has about 700,000 children of both sexes of suitable age to receive a primary education, more or less extended. From this number about 574,000 attended the *free* primary, grammar and high schools of the state, and 29,319 attended the private schools, colleges and universities during the same period. The proportion between the public free schools and the private schools is largely in favor of the former, which attract, as is shown, the greater part of the rising generation who receive the benefit of instruction. This result is not extraordinary in a country where *equality*, in a social point of view, is not only a right inscribed in the law, but which is exercised in such manner as to bring together all ranks of society. To distribute a *free* education among the 574,000 children, the State of Illinois employed 10,211 primary schools and 16,074 teachers, which gives an average of from 57 to 60 pupils for each school, and from 30 to 35 to each teacher. Let us add, as a singularity of which France offers no example, that many of the schools where boys are in the majority are taught by ladies, and that, in most instances, boys and girls pursue the same course of studies, under the direction of the same instructors.

"Without fully approving this system, which is combated in France by usage and certain moral and pedagogical considerations, all of which have their own weight, we may yet state that in the United States it produces so good results that the different states seem to prefer to intrust the direction of their primary schools to women rather than to men. So in Illinois there were in 1865 9,530 female against 6,533 male teachers, having charge of the instruction of children of both sexes. It is evidently to this organization of teaching in common that the New World is indebted for the present generation of women of manly intellect, ready to enter upon the same studies as men; and that in the law and in medicine, and the other liberal professions, the weaker sex often display great knowledge, and talent which would do honor to the sterner sex. It is easy to understand that it is not possible, without great expense, to build new schools every year and pay such a numerous body of teachers. Illinois, as well as the other States of the Union, imposes upon itself enormous sacrifices for public instruction, which is considered rightly as the primary condition of its welfare and happiness. If we examine the budget of the public schools of the state, we find that at the time when the war seemed to have exhausted all its re-

sources, Illinois, with 2,250,000 inhabitants and 300,000 soldiers in the field, gave to public instruction alone more than 12,000,000 francs, of which 8,055,000 francs were paid to teachers. Large as this amount appears, it only gave to each teacher a salary of about 550 francs. But let us remark that a great part of the schools were kept open only from four to six months, which would give an average salary of say 150 francs a month for male and 100 francs per month for female teachers. With these conditions, whose advantages are not exaggerated, the state was able to gather an honorable body of intelligent and devoted teachers, from whom more of experience and practical knowledge is required than of true learning. Notwithstanding this, persons of remarkable talent are often found at the head of the educational work, particularly in the great centres of population.

"If we pass now to the material part of education under this enlarged and liberal system, we find many things worthy of our attention. The middle age has left very sad remembrances with us, and it is not long since many children were gathered in low-ceiled rooms, insufficiently lighted and badly ventilated. What benches! what tables! what books! It was necessary to have all the carelessness and gayety of children to animate these dark places. Thank heaven, things have greatly improved. The schools recently built in France are in such condition that but few improvements are required, while the people are becoming fully convinced of the old truth, 'that if we would possess a bright intellect, the body must be taken care of'.

"In this respect the Americans have not been called to pass, as we have, through sad transitions. Impressed with the idea of progress which England, their mother country, had put in practice, they have introduced, at the very beginning of their settlement, a remarkable amount of comfort in their schools. These excellent principles have grown better as time passed on, and we can say that the American system possesses all the conditions demanded for the welfare of the children with which is connected their superior methods of instruction.

"Let us enter this modest structure of which we have spoken. We find a large room, which at first appears like all those built for educational purposes; but let us examine the details attentively, and we soon notice the excellent conditions under which it is established. First, the ceiling is twelve feet above a good floor — very necessary in a place where many children are to be gathered. In the second place, the ventilation is perfectly provided for by means of sash-windows upon each side and at the ends, which we designate in France as 'guillotine'; but, however they may be called, these windows have the immense advantage over ours that they give ventilation at pleasure, from the top or bottom, as may be found desirable. Besides, they allow a free circulation, which, among us, is prevented by our poor system of windows opening inside, and which take off for this reason nearly two feet of passage-room. Let us add that with the American windows the breaking of glass is made less frequent, and that the drafts produced with ours, by the windows' opening in the middle, by their arrangement are easily avoided. If, after the windows, we examine the desks for the teachers and pupils, we find them very much preferable to those in use in France. While we have long tables accommodating ten or twelve pupils, who crowd, elbow and hinder each other, in this American school we find the desks or tables neatly arranged for either one or two scholars, with a seat having a support for the back of the pupil. The teachers who read this will understand at once the advantages of such an arrangement. Does a scholar need to leave his seat, he can do so without disturbing his neighbor, or without being obliged, to the great detriment of discipline, to pass before seven or eight of his fellow students, who never fail to make good such an occasion for mischief. It would be highly desirable to have these American desks introduced in our schools. The discipline would be benefited by it, the children could prosecute their studies without disturbance, and be very much more comfortable. We wish the same for the introduction of the inkstand, with which each table is provided. The calculators, geometrical figures, globes, charts, and other school apparatus, resemble much those in our best schools.

"Let us conclude our notice of the school material by mentioning the sheets of moral mottoes which we find upon the walls of this temple of education. We have mentioned that in many places the school-rooms are often used for religious meetings and other public purposes. This is because, outside of the

material advantages offered by such a combination, the Americans consider it a proper place to initiate their children in the knowledge and practice of the great principles which alone can make them good citizens. This, then, is evidently the reason why the walls are adorned—beside the maps of various kinds—with inscriptions like the following: "Speak the truth; practice the truth; think the truth"; "A privation forced upon one's self for the happiness of others leaves in the mind a great satisfaction"; "A fault confessed is half redressed"; "A good name is better than a great fortune"; "Never put off till to-morrow what you can do to-day"; "Never violate your conscience"; "He who does his best does well; angels can do no more"; "Do unto others as you would that others should do unto you":—great and eternal precepts, which can never be too deeply impressed on the minds of the young, and which should always be kept before them. We have, however, never found them thus placed in any other school-building, and can not too highly indorse their use."

S. C. GRIGGS & Co.—Our readers have not forgotten the recent terrible fire on Lake street in Chicago, by which this firm lost their entire stock, comprising the choicest and most valuable collection of books in the whole Northwest. But so great a loss to community must be repaired, and this firm are the ones to undertake the task. With an enterprise and energy characteristic of them, they have established themselves in quarters more central, more commodious and more attractive than those they before occupied. Their location is in the splendid new block erected by Potter Palmer, Esq., on the corner of State and Washington streets, where their shelves are covered with a stock of school and miscellaneous book not inferior to the one destroyed.

EDUCATIONAL MAGAZINE IN ENGLAND.—The London Student is to start, edited by a committee of the best professors and students in London, with a very able staff of writers, masters of public schools, etc., throughout the kingdom. It is intended to take rank as the first educational magazine of the day.

MR. D. W. PROCTOR, 184 S. Clark St., Chicago, whose advertisement appears in this number of the Teacher, is of the late firm of Speakman & Proctor, and succeeds to the business of that firm.

OUR PREMIUM LIST.—The time for competition for our premiums expires with the 10th of this month. In the next number of the Teacher we shall publish a list, by counties, of the number of subscriptions received during the six months from Nov. 10th to May 10th; also the names of those individuals who are entitled to premiums, with the number of subscriptions received from each.

PUBLISHER OF TEACHER.

## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

CHICAGO.—The Board of Education have appointed a committee to mature plans and take the necessary steps for the establishment of a Public-School Library.....The summary of attendance for the month of March shows a total enrollment during the month of 20,379; average number belonging, 18,609; average daily attendance, 17,792; per cent. of attendance, 96.2; number of tardinesses, 3,619.....Superintendent Pickard has made a report upon the actual and needed school accommodations of the city, from which we clip the



following, illustrating the rapid increase in the number of persons of school age in the city: "At the rate of growth of the city for the past five or six years, it will require each year six new buildings as large as the Haven School building (which accommodates 1000 pupils) to meet the demands of the increase, making due allowance for that part of the increase that will find their places in parochial schools and in business. The city is actually further behind the demands for school accommodations than it was four years ago. Then we had 38,000 children, now we have 63,720, an increase of 25,750. The buildings under contract and erected within this time will accommodate but 9,342. The number enrolled in public and private schools, which may be considered as the largest number in attendance at any time during the year, and the number in waiting for seats, are 39,687, which is 24,033 less than the estimated number of school age..... We record the following *Appointments* made during the month of March: Agnes A. Gillis, Joanna A. Walsh, Ella M. George, Sarah S. Russell, E. Agnes State, assistants in the Scammon School, and Elveretta F. DeLuce and Francelia Colby, assistants in the Dore School. Mr. Alfred Kirk, of Columbus, Ohio, was elected Principal of the Carpenter School, and Miriam S. Sherman, formerly Principal of the Holstein School, was made Head Assistant..... The *Annual Examination* of the Grammar Department of the Public Schools took place April 9. About 1,550 pupils were examined, embracing the whole of the first grade, 350 in number, and the greater part of the third grade. The following are the questions used. In the first grade, the Orthography was marked from the spelling of the first ten proper names in History, and Penmanship was determined from the papers in Geography:

## FIRST GRADE.

*Arithmetic.*—Time, 45 minutes.—

1. Define *Compound Intercst*; *Equation of Payments*; *Indorsements*; *Brokerage*; *Par*.

2. Interest being \$75, time 1 year 6 months, and rate per cent. 10, what is the principal?

3. A pays a broker \$75 upon a transaction involving \$10000. What is the broker's percentage?

4. The face of a note is \$1500, due 2 years and 6 months hence without interest. Its present worth is \$1200. What is the rate per cent. of discount?

5. What is the value in gold of a dollar in currency, when gold is quoted at 140?

6. I sell a lot of wheat for \$250, which is 25 per cent. more than the wheat cost me, and invest the proceeds in oats, which I sell at 20 per cent. loss. Have I gained or lost by the operation, and if either, how much?

7. The taxable property of a town is \$125000. The taxes levied are \$1000. What is the per cent. of taxation?

8. What is the cost of a Sight Draft on Boston for \$1500, exchange being  $\frac{1}{4}$  per cent. premium?

9.  $3\frac{1}{4} : ( ) :: 1\frac{1}{2} : 20$ . Fill the blank.

10. If 10 men reap 26.1 acres in 3 days, how many men will reap 208.8 acres in 6 days?

*Geography.*—Time, 40 minutes.—

1. Bound Asia.

2. Through what parts of Africa and through what large Islands does the Equator pass?

3. What are the products of the Islands lying upon the Equator?

4. What is the occupation of the inhabitants of Siberia?

5. Bound the Mediterranean Sea.

6. Through what countries would you pass in going by land from Abyssinia to Hindostan?

7. How could you pass by water from Jeddo to Alexandria?

8. How does Australia compare in size with Illinois?

9. What is the character of the Arabs?

10. Draw an outline of Africa.

*History.*—Time, 40 minutes.—

1. Name the years in which the Revolution began and ended.

2. How many colonies participated in the Revolution?

3. Name three battles in which the colonies were decidedly victorious.

4. Name three States which have within their borders the most noted battle-fields of the Revolution, and locate the places.

5. Name four foreigners who aided the colonies in the Revolution, and give the nationality of each.

6. Name, in their order, the Presidents who preceded the first President that died while in office.

7. Name, in their order, the Presidents that succeeded the second President who served but one term, with the length of time each served.

8. What places became noteworthy during the Great Rebellion, which bore an active part in the Revolution?

9. Who was Commodore Perry, and what do you know of Perry's Victory.

10. Give a brief sketch of the surrender of Yorktown?

*Music.*—Time, 20 minutes.—

[We omit this exercise, for want of music-type.—PUBLISHER.]

#### THIRD GRADE.

*Arithmetic.*—Time, 45 minutes.—

1. At \$ .625 per bushel, how many bushels of oats can be bought for \$375?

2. From 10 take one millionth.

3. If a man spend \$2¼ per day, what would he spend in 187½ days?

4. In £10⅔ how many sixteenths of a £?

5. How many measures of 6¼ quarts each are there in 75 quarts?

6. In the three spring months how many minutes?

7. How many hours must a man work at the rate of 50 cents per hour to pay for the labor of another who has worked 15 days at \$1¾ per day?

8. If a family consume 15½ lbs. of meat in a week, how much will they consume in a year?

9. If you are idle 5 minutes in a day, how much time will you lose in 4 years?

10. Add .75,  $\frac{3}{8}$ , 1½ and 1 thousandth.

*Geography.*—Time, 40 minutes.—

1. Define *Lake, Sea, Gulf, Straits, and River.*

2. Define *Continent, Island, Cape, Isthmus, and Hill.*

3. In what zones do reptiles most abound?

4. What animals are found in the Frigid Zones?

5. Name the principal Branches of Industry of the people of the United States.

6. Bound the United States.

7. Draw a map of Massachusetts.

8. What are the Grand Divisions of the Eastern Hemisphere?

9. What race of people principally inhabits each of the Grand Divisions of the Eastern Hemisphere?

10. What is Limited Monarchy? Give an illustration.

*Miscellaneous.*—Time, 45 minutes.—

1. Write what you know about the circulation of the blood.

2. Write an analysis of the problem If one man can build 2¾ rods of wall in one day, how many rods of wall can two men build in five days?

3. What is meant by *rhythm* in music? what by the *scale*? what by the *staff*?

4. Write the scale upon the staff when the signature is 3 sharps; and an exercise of four measures in triple measure.

5. Correct the following sentences, if they need correcting: "Who done it?" "I seen him going home." "Is that her?" "We must study harder or fail." "He aint going to pass."

*Spelling.*—Time, 15 minutes.—

Ancestry. Appetite. Serenade. Fascinate. Maritime. Parasol. Impanel. Sacrament. Guardian. Carpenter.

Pupils who had been in Third Grade but a short time were examined upon the studies of the

## FOURTH GRADE.

*Arithmetic.*—Time, 45 minutes.—

1. Multiply seven thousand and seventy by two thousand and eight.
2. Divide 15375 by CDXLV.
3. A man bought a piece of property for \$25000, and sold it for \$7675 more than half its cost. Did he gain or lose, and how much?
4. If I divide a certain number by 125 I have 5 as a quotient: what will be my quotient if I divide it by 25?
5.  $5168 \times 45 \div 17$ .
6. If I multiply a certain number by 16 I have 400 as a product: what will be my product if I multiply it by 192?
7. What is the difference between  $345 \times 19$  and  $37605 \div 109$ ?
8. Multiply the sum of 15006 and XVII by the difference between 97 and XCVII.
9. Write in figures Seven Thousand and Sixty, Five Hundred and Nine, Two Hundred and Fifty-four Thousand and Fifteen.
10. What number added to  $150 + 375 + 168$  will give a sum of 964?

*Geography.*—Time, 40 minutes.—

1. Locate Cuba, and give its productions.
2. Bound Peru.
3. Through what countries of South America does the Equator pass?
4. Bound Russia, and name its productions.
5. What countries does Great Britain comprise?
6. How would you sail from St. Petersburg to Liverpool? Trace the route.
7. In what countries are gold and diamonds found?
8. On which side of the Equator is the larger part of Africa?
9. What animals are used for carrying burdens in the north of Africa, and why?
10. Is Siberia a desirable country for residence? Give your reasons for your answer.

*Miscellaneous.*—Time, 45 minutes.—

1. What liquid can be changed either into a solid or a gas, and how can the change be effected?
2. Is it right to say "Hain't you got a pencil?" "I hain't got no book." "James seen him when he done it." "Won't you learn me that sum?" If not right, what should you say?
3. Write out in full the following: "Thomas Jones, M. C., sent a letter to William Smith, M. D., asking him if he would take his son to Tenn. when he went to Ala., and leave him with Col. Bond, U. S. A., till Feb., A. D. 1869."
4. Write upon the staff six measures in double measure, beginning with Do when the signature is one sharp.
5. Analyze the following: A boy bought eight apples at 4 cents apiece and sold them for 36 cents. How much did he gain by the trade?

*Spelling.*—Time, 15 minutes.—

Filbert. Scissors. Portrait. Fruitful. Commune. Cupboard. Compass. Bullion. Renounce. Downfall.

DECATUR.—The Winter term of the schools closed with the usual public examinations. From a perusal of the reports of the various committees appointed by the Board of Education, we judge that the results of the winter's instruction reflect great credit upon both teacher and pupil. The classes of Mr. O. F. McKim, Principal of the High School, received high commendation for familiarity and accuracy in the branches taught by him. From the tenor of the reports upon classes taught by the lady teachers, we infer that our friend Gastman is peculiarly fortunate in the selection of the body of teachers whose labor he directs. The practice of regular, thorough term examinations can not be too highly commended. Though a preparation for these ordeals should never be made the chief object of the instruction, there is no doubt that they may properly be continually borne in mind, and that they serve as

a perpetual impetus to faithful labor on the part of both teacher and pupil..... The items which follow are furnished us by Sup't Gastman. The Summer term of the schools opened with over 1,200 children in attendance. Mrs. Ella W. Yeager has resigned her position as Principal of the Fourth-Ward School to go into 'more select society'. Pupils and parents alike regret to lose her services. Sam. M. Lake has been appointed to fill the vacancy. A fine High-School building is to be erected the present season. The plans are now being prepared by G. P. Randall, of Chicago. The Ruttan System of Heating and Ventilating has proved a complete success. The coldest day this winter, thermometer 8 degrees below zero, the school-rooms stood at 70 degrees at 8 o'clock A.M. The fires were kindled about 5 o'clock. It has taken about five tons of Duquoin coal to the school-room during the season of fires. Besides this, from one to two cords of wood per room have been used. With the benefit of past experience, they can be used more economically another year.

CANTON.—The Winter term of the city schools closed March 27th. Public examinations occurred in all the departments. The examination of the High School occupied an entire day, and was largely attended and a good degree of satisfaction expressed. From the term report, published in the Register by the Superintendent, we abstract the following: Whole number of pupils, 890; average attendance, 90 per cent.; whole number of absences, 3,650 days; number of tardinesses, 585; number neither absent nor tardy, 81; number of visitors to High School, 98; number of visitors to all the schools, 309. It is but just to state that over three-fourths of the absences were occasioned by sickness. The schools opened again April 6th, and will close June 26th. G.

COOK COUNTY.—The Institute for this county convened at Blue Island, April 8th, and closed the 10th. Drill exercises were conducted by Superintendent Eberhart, D. S. Wentworth, Esq., and others. Evening lectures were given by Geo. C. Clark, Esq., Pres. of the Board of Education, Chicago, and by Rev. C. H. Fowler, of Chicago. Since the organization of the County Normal School, the necessity for the annual institute has been greatly diminished; yet there was a goodly number in attendance, and all those present felt the occasion to be one of great profit.

FULTON COUNTY Teachers' Institute convened at Lewistown, April 1st, and remained in session three days. J. K. Harmison, County Sup't, presided. About 60 of the 300 teachers in Fulton county were present. Exercises in the ordinary branches were conducted by Messrs. Shastid, of Lewistown; Phelps, of Canton; Grinnell, of Avon; and Sawyer, of Vermont. Rev. J. F. Magill, of Lewistown, and Mr. Pingrey, of Farmington, each gave a lecture. The institutes in this county having been dropped for a number of years, little interest was manifested on the part of the teachers, or the citizens of Lewistown; still, the meeting was a pleasant and profitable one. Those who did attend felt well paid for the time spent. The usual resolutions were passed, among them one denouncing teachers who can and will not attend their *own* institutes, as being unworthy of the name of teacher, and asking the County Superintendent to withhold a first-grade certificate from every teacher who does not regularly attend the county conventions; and another indorsing strongly the Illinois Teacher. Mr. Phelps, of Canton, by dint of hard labor, secured a dozen or more subscriptions. In the election of officers, E. H. Phelps, of Canton, was chosen President, and J. H. Benton, of Bernadotte, Secretary. The

next meeting will be held at Canton, on the first Monday of September, and continue five days. Y.

HENDERSON COUNTY.—A three-days institute convened at Oquawka, April 1st. Exercises in Arithmetic, Geography, Grammar, and Reading, were conducted by Messrs. J. E. Chapin, Harry Taylor, Ira D. Chamberlain, and Misses Mary Richey, Sarah E. Chapin, and Maggie E. Wiley. Addresses were given on *Temperance*, by Mr. Farr, of Chicago; on *Educational Topics in general*, by John H. Rolfe, Chicago; and by Pres. Edwards, of Normal, on *Manner of Conducting Teachers' Institutes*, and on *Parties to the Educational Enterprise*. Resolutions were adopted recommending the opening of school each morning with devotional exercises; deprecating the tendency of public opinion toward the total abolition of corporal punishment; and urging the duty of all teachers of the county to identify themselves with the County Association.

KANE COUNTY Institute assembled in the new school-house in Batavia, March 31st, and continued in session four days. The exercises were conducted almost entirely by home talent, and evinced throughout great interest on the part of all present. The range of topics presented was much wider than is generally given, yet every subject was practically adapted to the wants of the school-room. One desirable feature of the occasion was a carefully-arranged printed programme, which gave each teacher a time for his exercise and opportunity to prepare for it. It is to be regretted, however, that some were unable, from various causes, to carry out their part of the programme. The attendance was about 100, of whom nearly 20 took active part in the exercises. Drill exercises were given by Messrs. W. H. Brydges, of Elgin; H. O. Snow, of Batavia; H. Hadley, of Richmond, Ind.; and O. T. Snow, of Batavia. On Wednesday Rev. Dr. Forrester lectured before the Institute on *Fast Young Men*. The idler, the fop, the bar-room politician, each came in for a full share of scathing sarcasm, and the flirt was fitly mated, said the speaker, with the fop, "for she got a fool for a husband, and he got a fool for a wife." While the Doctor held up to merited derision the '*fungi*' of society, he painted clearly the 'better way', exhibited a worthy pattern of true manhood, and urged young men to strive for the only true glory—the glory of being virtuous and useful. The lecture on Thursday evening was by President Edwards, of the Normal University, on *The Parties to the Educational Enterprise*. The address, which was delivered without notes, was intended to impress on the community, the teacher, and the parent, the importance of their social duties and responsibilities, as parties to this great enterprise of soul-culture. The duty of the community to provide a comfortable and pleasant house, to employ faithful and competent teachers, at whatever cost, was largely discussed. We part with our money for value, said the speaker, and nothing is so valuable as the immortal soul, and its proper culture. We make a good bargain when we exchange material wealth for soul-culture—when we give gold for mind. He also claimed that money could not be made without intellectual and moral cultivation. Any one will concede that brains are necessary to make money, and without the moral element where would be the safeguard of property? Who would sow without a fair prospect that he should reap the benefit? Who would lay up money without confidence that he would be protected in its possession by the moral element of society? The duties of the teacher and parent were also clearly and eloquently set forth, and every one seemed to go away impressed with a deeper sense of the vast importance of the great work of Education.



The Kane county teachers are awake, and determined to keep themselves fully posted in the best methods of teaching. While they do not intend to embrace every new theory because it is new, they seem disposed to "prove all things, and hold fast to that which is good."

LOGAN COUNTY Institute held a five-days session at Elkhart City, beginning Monday, April 6th. The exercises of the first day consisted of a lecture on *Orthography*, given by Prof. McGaw, of Ohio, followed by an animated discussion of the best methods of teaching it. The evening lecture was delivered by J. G. Chalfant, on the subject of *American Literature*. The lecture was eloquent, patriotic, and instructive, and was well received by the audience. The exercises of the second day were, in the forenoon, a lecture on *Pennmanship*, by Prof. Mitchell, of Auburn, with practical illustrations, and an exercise in *Mental Arithmetic*, by F. W. Jordan, of Broadwell. In the afternoon, an exercise in *Reading* was conducted by J. B. Curry, of Atlanta, upon which arose a lively and interesting discussion. Following this, Prof. S. S. Hamill gave a lecture on *Reading and Elocution*, which was highly appreciated. The evening lectures, delivered by R. H. McCord, of Lincoln, on the subject of *Teachers' Institutes*, and B. F. January, of Elkhart, on *Schools and School Government*, were both very instructive, and reflected no little credit upon the gentlemen mentioned. The exercises of the third day were, in the forenoon, a highly-interesting lecture on *Practical Arithmetic*, by Prof. Thomas Metcalf, of the State Normal University, and a very beautiful essay, written by Miss L. H. Kanaga, of Elkhart; in the afternoon, a lecture on *Vocal Analysis*, by Prof. Metcalf, which was regarded as the most important exercise conducted during the session. The evening lectures, delivered by Prof. Metcalf and Rev. Jacob Monser, of Atlanta, were pointed, and well received. The forenoon of the fourth day was occupied by a discussion upon the *Best Method of Teaching United States History in our Public Schools*, resulting in favor of the topic method. In the afternoon, an interesting lecture on *Modern Geography*, with illustrations, was given by J. C. Scullin, of Atlanta. The evening lecture, by Prof. McGaw, of Ohio, on the subject of *The Earth, as it Was and as it Is*, was one of rare interest, and presented thoughts eminently worthy of consideration by every lover of scientific investigation. The exercises of the fifth day consisted of a very interesting and practical lecture on *English Grammar*, by Prof. W. R. Goodwin, of Lincoln, followed by an animated discussion; also a highly important lecture—illustrated by apparatus—on the subject of *Physical Geography*, by Prof. McGaw. Short addresses were made upon the subject of *School Government*, participated in by Messrs. January, of Elkhart; Scullin and Monser, of Atlanta; Goodwin and Conner, of Lincoln; and Rolfe and Herrick, of Chicago. These addresses, together with the discussion of the day previous upon the same subject, constituted one of the most important exercises of the session. The reports of the members appointed to criticise upon the exercises were received from time to time, and proved to be very interesting as well as profitable. The following named persons were appointed critics: Misses Kanaga, Richards, Springer, and Ingalls, and Messrs. Curry, Scullin, Howard, and Kyner. The evening lecture, by Rev. W. R. Goodwin, was unusually interesting, and strongly applauded by the audience. The customary resolutions were adopted, and the Institute adjourned to meet at Atlanta on Monday, August 24th, 1868.

J. G. CHALFANT, Prest.

B. F. CONNER, Sec'y.

MCDONOUGH COUNTY Teachers' Institute was held March 31st to April 3d, 1868, inclusive. The first day of the session was occupied in convention with delegates from the different townships in the county, in the consideration of text-books for our schools. Pres. Edwards, of the Normal University, was present during April 1st, and conducted the exercises mainly during that day, rendering essential service by his valuable and interesting suggestions. During April 2d and 3d the departments of instruction were conducted principally by Prof. H. H. Smith, Mr. J. A. Snider, Prof. J. J. Weige, D. Branch, and Mrs. S. F. W. Branch. Instructive practical lectures during the evenings of the session were given to large and interested audiences by Dr. Edwards, I. S. Bailey, Esq., and Rev. H. G. Woodworth. Resolutions were passed recommending that our institutes be held annually, in stead of semi-annually; that they be held each year at the same place; that the sessions be continued during a term of ten days; that candidates for teaching who are not in the habit of attending institutes should not receive certificates; that this institute petition our next legislature to pass a law making attendance on institutes a condition of receiving certificates of qualification for teaching; that all the pupils in our schools should be provided with slates; recommending to our County Superintendent of Schools to publish in our county papers the condition and character of the several schools visited (the course heretofore pursued by him); approving of Hon. N. Bateman's plan of township districts, etc., etc. Though the attendance was not large, the earnestness manifested by those present showed that the importance of these gatherings is highly appreciated by a portion, at least, of the teachers of McDonough county.

MACON COUNTY.—The semi-annual session of the Teachers' Institute was held at Decatur, commencing March 30th and closing April 3d. About 40 teachers were present. Practical exercises upon the common subjects of school-room instruction, conducted by teachers of the county, occupied the whole of the day sessions. Evening addresses were delivered by Hon. Newton Bateman and Dr. B. A. Allison.

MACOUPIN COUNTY.—The largest and most interesting Teachers' Convention ever held in this county commenced its sessions at Girard, Monday, April 6th, and continued during the week. It is acknowledged by all who were present at the State Teachers' Association at Galesburg, last December, that, in the maintenance of good order, and in the quality of the instruction furnished to *pupil* teachers, this convention can at least bear a favorable comparison to that assembly. Among the gentlemen from abroad whose services were especially valuable to teachers were George N. Nash, of St. Louis, late Principal of Lafayette School in that city; Rev. J. C. Tully, Sup't of Schools in Montgomery county; Prof. I. W. Bailey, of Blackburn University; Dr. Gregory, of State Industrial University; and Prof. Hewett, of Normal. Monday was devoted to organizing, Tuesday and Wednesday to discussing the best methods of teaching the usual common-school branches. In these exercises the keen questions of Mr. Nash and his thorough drill of teachers were of exceeding value to the many who attended as pupil teachers. On Thursday evening Dr. Gregory gave one of his most interesting lectures to a crowded house. He strongly combated the position, taken by some, that boys should learn what they intend to practice when they become men, and thought that education should be general, not special. His views upon school government were sound and practical, and, though not altogether new, were stated in a manner calculated to

make an indelible impression upon the many young teachers present. Able lectures were also delivered by Professors Bailey and Hewett. But all the talent was not lodged solely in college professors, for among the teachers of the county there were very many who are honoring their profession and doing good work, whose orations, speeches and essays interested crowded houses; among whom I may name Miss Marsh, of Girard; Charles Parker, of Staunton; J. H. Woodhull, of Virden; and Wilson, of Plainview. Among the disappointments was the absence of Prof. Standish, of Lombard University, to whom had been committed the care of the convention, but who was detained by sickness from fulfilling his engagement. The place was supplied by C. E. Foote, Esq., County Superintendent of Schools, whose energetic labors for the success of the convention met with the desired reward. Perhaps 200 teachers were present, from first to last, and the interest was kept up to the end. G.F.

MARION COUNTY Teachers' Institute held its fourth regular session in the West-Side school building, in the City of Centralia, commencing April 7th, and continuing in session three days. Although there was not a general attendance, yet greater harmony, zeal and earnestness characterized the proceedings than at any former meeting of the kind held in this county for several years. The instructors selected to conduct the exercises manifested more ability, and developed more clearly the superiority of the most improved methods of instruction used at the present day, than at any former meeting of the association. The friends of education may be pleased to learn that we now have a more efficient corps of teachers at work in Marion county than ever before, and they intend to keep up with the advanced age in which we live.

HUGH MOORE.

RICHLAND COUNTY.—A meeting was held at Olney, April 23d and 24th, of teachers of Richland county, at which a permanent organization of a Teachers' Institute was effected. Pres. Allyn, of McKendree College, was present, and rendered valuable service in the organization, besides delivering addresses upon educational topics, participating in the discussions, and conducting the exercises of the institute. About 40 teachers signed the constitution. The institute is to meet semi-annually. The next session will be held at Olney, August 24th, 1868.

STARK COUNTY.—Intent on improving their minds, and, it must be confessed, intent also on procuring certain complimentary tickets signed by the County Superintendent, about a dozen teachers assembled in the public-school building at Osceola, on the morning of March 23d. Their numbers increased, day by day, until on Friday there were about 20 in attendance. Visitors occasionally favored us with their presence, and seemed to catch the spirit that prevailed. Indeed, the Superintendent's enthusiasm was really infectious. The criticisms, personal and general, were well received, the best of feeling prevailing throughout. The programme embraced class-exercises in *Reading, Orthography, Orthoëpy, Grammar, and Arithmetic*, both mental and written, with instruction on the best methods of teaching those branches. Attention was pointedly called to the importance of helping pupils to *understand* as well as memorize their lessons, and in Arithmetic those methods were preferred which show not only *what* to do, but *why* it should be done. It would be too bad, I suppose, to expose the errors in spelling. They were not more numerous than is common I believe; but, dear ladies, do just let me ask if you are familiar

with the words *poringer*, *tossle*, and *umbareilly*. The lessons in Orthoëpy introduced certain pronunciations new to some who had thought themselves pretty well informed on that subject before. Such were the pronunciations of the verbs *accent*, *alternate*, *disarm*, *disown*, and others. The exercises in Reading were especially entertaining and *practical*. Imagine a class of teachers being drilled in the 'elemental science' of the *primer*, and with careful articulation enunciating the sentence—"See the dog and the pig run." "Contemptible," do you say? Pray, friend, was it not Demosthenes who, separated from mankind and given to study by voluntary seclusion, occupied his time in filling tablets of stone with all the different arrangements of a single proposition which his ingenuity could devise? And are there fewer variations to be derived from accent, emphasis, and inflection, than from mere transposition of words? Can we not give infinitely more shades of meaning in speaking than in writing? Primary scholars in our district schools would gain greatly by the change if people generally would disabuse themselves of the idea that it is of little consequence how *primary* scholars are taught. This thought, as well as many others, was amply illustrated, and will probably prove, in many school-rooms this summer, the germ of earnest endeavor to do the little ones justice. On Friday evening a lecture was delivered by the Superintendent on *The Condition of Schools in Stark county*. The following resolutions were adopted:

(1) That we are indebted to Rev. S. G. Wright for the interest he has taken in attending our session and participating in the exercises.

(2) That we extend our hearty thanks to our worthy and able County Superintendent, Mr. B. G. Hall, for his untiring, faithful and highly practical labors with us, and for his uniformly kind and gentlemanly demeanor toward us.

(3) That we adjourn to meet at Osceola on Monday, July 6th.

The members of the class separated, Friday, March 27th, with regret, to remember and apply in their several schools the valuable lessons and suggestions received during the week.

S. G. WRIGHT, Pres.

MARY P. WRIGHT, Sec'y.

WINNEBAGO COUNTY Teachers' Institute met in Metropolitan Hall, Rockford, April 14th, under the charge of E. C. Hewett, of the State Normal University. The weather was very unpropitious, and the traveling so bad that many were prevented from attending; yet the number enrolled during the session, which closed on the 17th, was 160—a number larger than at any previous institute. The city furnished a large number—near 40—from her public schools, which were dismissed for the occasion; and the seminary and other schools increased the list considerably. The districts of the county were thus, perhaps, not so generally represented as on some other occasions. The Board of Supervisors appropriated \$100 for the institute, and the citizens gave free entertainment to all members—a hospitality that furnished more accommodation than was used. Prof. Hewett conducted exercises in *Arithmetic*, *Geography*, *Spelling*, *Theory and Practice of Teaching*, and *Elementary Reading*. Mr. H. Rolph conducted the exercises in *Writing*, which branch was made very prominent. There were quite a number of professional writing-teachers present, ready for discussion of text-books and special systems, if it could have been in order. *Music* was under charge of O. F. Barbour, of Rockford. *Reading* was presented by Jas. H. Blodgett, of Rockford; and *Grammar* by Alex. Kerr, of Beloit, Wis. Interesting discussions arose under *Theory and Practice*, on the *Self-Reporting System*, and modes of securing *Regular Attendance* at school, as well as other topics. Three lectures were delivered upon general educational inter-

ests: *Pestalozzi*, and *The Old and the New*, respectively, by Prof. Hewett. Henry Freeman, of Rockford, delivered a lecture upon *Moral Culture in Public Schools*. Prof. Hewett left behind him a most favorable impression as a conductor of institutes. A. Andrew, the County Superintendent, had spent much labor and time to perfect the arrangements by which so valuable a session was secured, and must feel gratified at the result. The Institute passed resolutions recognizing the courtesy and hospitality of citizens, the aid of the Supervisors, the labors of the Superintendent, the claims of the Illinois Teacher, Mr. Rolph's assistance, and especially Prof. Hewett's able conduct of the session.

R.

## FROM ABROAD.

MAINE.—The Annual Catalogue of the State Superintendent reports the number of children in the state between 4 and 21 years of age, for the year ending April, 1867, to be 212,309—a decrease of over 500 from the number of the previous year. The average attendance of summer and winter schools was 92,827—slightly less than for the year ending April, 1866. The ratio of attendance to the whole number between 4 and 21 was 44 per cent. The number of male teachers employed was 71 in the summer, and 1,857 in the winter; of female teachers, 3,781 in summer, and 2,042 in winter. The average wages of male teachers, \$28.78, besides board; for female teachers it was about one-third as much. The permanent school-fund is \$244,121.53; income from this fund, \$13,244.14. The amount expended for new school-houses during the year was \$323,581.13—nearly as much as during the preceding five years.

MASSACHUSETTS.—One of the prominent features of the Agricultural College is the *Plant House*, covering, when finished, 9810 square feet, nearly one-fourth of an acre. The several sections, for keeping plants of different varieties, will have to be kept at temperatures varying from 60° to 85°. The seed of the mammoth lily—*Victoria Regia*—has been planted in a tank 18×25 feet, to which water is furnished by two small fountains, and kept warm by the passage of hot water through iron pipes near the bottom of the tank.....The High and Classical Teachers of the state have formed a permanent organization, of which Dr. S. H. Taylor, of Andover, is President; H. R. Green, of Worcester, Vice-President; and W. F. Bradbury, of Cambridge, Secretary. At the first meeting, the subjects *Best Methods of Teaching Classics* and *Requirements for Admission to College* were discussed. The result of the discussion of the latter subject was that it is neither practicable nor desirable for colleges to adopt a uniform standard of admission.....A new school-house, the 'Norcross', has recently been dedicated in Boston. Mr. Stearns, for about 25 years master of a school in South-Boston, was transferred from the Lawrence to the new school. Mr. Dunton, previously submaster of the Lawrence, was promoted to the position left vacant by Mr. Stearns.....At the dedication of a new school-house in Newton, a short time since, Master Davis, now 80 years old, related an incident in his experience as a public-school teacher in that town in 1806. He said that, after he had given one or two exhibitions of reading and compositions by his pupils, a vote was passed at a legal town-meeting forbidding such exhibitions, on the ground that they caused a waste of time in schools.

NEW YORK.—The number of students in Columbia College is 754, and of professors and tutors 59. Of the several schools, Medicine leads numerically, with



319 members; Law comes next, with 182; and Letters and Science follows, with 144. In the School of Mines there are 107.

DISTRICT OF COLUMBIA.—The number of schools in Washington is 48, and in Georgetown 8, with a total of 3,137 pupils. There are 14 night schools, with 500 scholars.

MINNESOTA.—The provisions of the act by which the Minnesota Teacher is made the organ of the Department of Public Instruction are as follows: The Superintendent of Public Instruction may order a copy of the journal for each district clerk in the state, to be preserved and transmitted to his successor. When the first copy is received by the clerks, the County Superintendents shall file with the Treasurers of their respective counties certificates of the number of copies so received, and the Treasurers shall pay to the publishers of the Teacher the amount due, out of the two-mill tax fund belonging to each district, not exceeding \$1.50 per annum for each subscriber. The Teacher shall publish free all orders, laws, communications, etc., pertaining to the Department of Public Instruction. The Superintendent shall examine and approve each number of the journal before its issue, and shall require from the publisher bonds for the proper discharge of his duties.....The Superintendent of Public Instruction, the Principal of the State University, and the Secretary of State, constitute a Board of Commissioners to select text-books for use in the common schools of the state. Their selection is binding upon all school-officers for the period of five years. The State Superintendent is authorized to grant State Certificates, which shall be valid for seven years. He shall hold institutes in different parts of the state, as may seem practicable. For defraying expenses, the last legislature appropriated \$2000, provided that not more than \$100 shall be expended in support of any one institute.

MICHIGAN.—At the annual Commencement of the *State Normal School* the graduating class numbered eleven, four of whom were gentlemen. The summer term of this institution opened with more than the usual number in attendance.....At the recent Commencement of the Medical Department of the *University*, 76 young M. D<sup>s</sup>. received their diplomas. The graduating exercises of the Law Department occurred at the same time, the degree of LL.B. being conferred upon 159 persons. The Board of Regents have voted to increase the library and museum, and gave an appropriation to the observatory. An addition is to be built to the laboratory. The salary of each professor who has labored fourteen continuous years in the University will hereafter be \$2,000 per annum. The President's salary was increased \$500. The Regents have decided to accept the aid proffered by the last legislature, and will establish a school of Homeopathy in accordance with the conditions of the grant.

KANSAS.—The *State University*, located at Lawrence, sends out a catalogue containing the names of 55 students. Three courses of study have thus far been established—a Preparatory course, the regular College course, and a Scientific course.....A *State Historical Society* has been formed.....The annual meeting of the *State Teachers' Association* will be held at Topeka, commencing July 2d.....The Spring term of the *State Agricultural College* commenced March 28th. It has the following professorships: Mental and Moral Science and Greek; Natural and Agricultural Science and Higher Mathematics; Latin Language and Literature; Vocal Music and Mathematics; and a teacher of Instrumental Music,

## NATIONAL TEACHERS' ASSOCIATION.

EDITOR ILLINOIS TEACHER—*Dear Sir:* The next Annual Meeting of the National Teachers' Association will be held in the City of Nashville, Tennessee, the 19th, 20th and 21st days of August next. The Legislature of Tennessee has, by joint resolution, welcomed the Association to the Capital of the State, and tendered the use of both the Senate-Chamber and the Hall of Representatives for the sessions. Gen. Eaton, the State Superintendent of Public Instruction, with the hearty coöperation of the principal educational men of Tennessee, is preparing to receive the Association with one of the warmest welcomes it has ever met. The railroads entering Nashville will carry delegates and members to and from the meeting at half fare. Arrangements are in progress to present an unusually rich programme, and it is hoped that a full representation of our whole country will be present.

As soon as practicable, another circular will be issued, giving the programme in full and directions as to the best routes of travel from the East, North, and West.

Will you not aid in extending information concerning the meeting? Invite the papers of your vicinity to make a notice of it.

The *National Normal-School Association* and the *National Association of School Superintendents* will hold their annual meetings in connection with this meeting. Many of the leading educators of America may be expected, and questions of profound and far-reaching interest will be discussed.

J. M. GREGORY, Pres't Nat. Teachers' Association.

ILLINOIS INDUSTRIAL UNIVERSITY,  
Champaign, Ill., May 1st, 1868.

## NOTICES OF BOOKS AND PERIODICALS.

(54) THE readers of the Teacher will be surprised to learn that we have among us the author of a series of Arithmetics. Yet so it is. Quietly has he been working on, testing his methods by the experience of the school-room, and now he gives to the profession his ideas embodied in practical form. We have examined this work with greater interest because it originates in the West, and feel that our readers will do the same. We believe their impressions will be favorable. The analyses and explanations are generally concise and complete, the rules are short and comprehensive—in many cases an improvement upon those generally given, and the examples afford an excellent practical application of the principles under which they belong. In material and mechanical execution, the publishers have demonstrated the fact that it is not necessary for western authors to go east to find men who know how to get up a book. We know of no similar school-book which excels it in this respect. w.

(55) THIS chart contains the name and date of every important battle of the Rebellion, arranged in such manner that they can be easily found. For instance, all the engagements occurring in a certain month can be seen at a glance, wherever they occurred. It also contains important facts pertaining to the different departments of war service. What gives it its value is its reliability. It has received the strong approval of Gen. Grant and many other important officers in command of the army during the war. It will be found valuable for reference in the school-room and private library. w.

(56) THE disposition to adapt the treatment of subjects by authors of school-books to the class of mind for which they write is one of the most gratifying signs of educational progress. The advance which has been made in this direction within the last few years has done much toward the introduction of

(54) LONG'S ANALYTICAL AND PRACTICAL ARITHMETIC. By John T. Long, A.M., Principal of Cordova Union School, author of 'The Arithmetic for Little Folks', etc. Clarke and Company, Chicago. 12mo., 352 pages.

(55) THE UNION WAR CHART. By E. H. Knight. L. Dow, New York; A. H. Andrews, Chicago.

(56) WARREN'S NEW PRIMARY GEOGRAPHY. By D. M. Warren, author of a Geographical Series. Cowperthwait & Co., Philadelphia; E. Speakman & Co., Chicago.

the present improved methods of instruction. In the subject of Primary Geography the improvement, though somewhat tardy, is no less marked than elsewhere. In the revision of this work there has been a constant recognition and successful application of the principle of which we speak. The treatment of the subject is adapted to young minds, and harmonizes with the laws of mental development. There has been such a remodeling of the old work that its friends would not recognize it, and every change has been for the better. We like the familiar, narrative style by which the pupil is interested in the subject. Were we to point to any defect in the book, it would be the introduction of any thing on Mathematical Geography and the framing of many questions so as too plainly to suggest the answer. w.

(57) THE friends of this text-book will be glad to see it appearing entirely revised and in a new dress. The order of subjects, method and classification adopted by the author of the work, which have given it its extended reputation, have been but little interfered with. The chief alterations have been in the treatment of the Verb and in discussing the Sentence. An excellent feature of the work is the tabular arrangement of its subjects—a great aid to the pupil in acquiring a systematic knowledge of them. In the division Syntax, very many useful and practical hints are given for the common use of language. As a book of reference for teachers, or for instruction of higher classes, the work before us is one of great merit. w.

(58) THE study of Natural History in schools is of comparatively late introduction, and in many places it still meets with very tardy patronage. By some the charge of inutility as a disciplinary study is brought. True, there is not the same kind of discipline as is contained in Arithmetic or Grammar. But what is more desirable than that the habit of careful observation, of comparison, and of systematic arrangement, should be developed in every one? These features of mind are implanted within us for a wise purpose, and there is just as great a necessity for training them as those more purely intellectual. In fact, the reasoning powers will be more vigorous and stronger from the fund of knowledge gained by previous habits of observation. But it is alleged by some that this study is unpractical. Every study is practical which develops mind, which makes man more manlike. Using the term in its narrower sense, it is still applicable. The knowledge of the character and habits of the animals which live upon their inferiors or feast on vegetable life is beginning to be much sought because of its direct bearing upon agriculture and its kindred pursuits. It is also said that it is a study not adapted to the childish intellect because of the abstruse and difficult terms which it uses, and which prevent its being comprehended by young minds. There can be no greater mistake. What is there difficult of comprehension in the terms back-boned, jointed, soft-bodied, and star-shaped, which may be applied to the great divisions of the animal kingdom? Besides, how much better is it for children to receive correct impressions of natural history at first than to receive confused ideas, which will have to be corrected or eradicated when the study is taken up later in life. We say so much of the value of this study and of the fitness of commencing it upon a scientific basis. Of the book before us, every one who heard the admirable lectures of Professor Tenney before the State Association last winter will say that it is written by a man learned in this specialty, devoted to the subject, and fitted to adapt it to the comprehension of children. When we add to this that it was written with this special object in view, no higher commendation of the matter of the work is needed. It contains many very fine illustrations. It is intended as a key to a set of Natural-History Tablets by the same author, but can be used without them. w.

(59) THE aim of this series is to impart a knowledge of the idiomatic use of a language by use of the idioms and by the aid of memory, on the principle

(57) ANALYTICAL AND PRACTICAL ENGLISH GRAMMAR. By Peter Bullions, D.D., author of a Series of Grammars. Sheldon & Company, New York. 12mo., 335 pages.

(58) NATURAL HISTORY OF ANIMALS. By Sanborn Tenney and Abby A. Tenney. Charles Scribner & Co., New York; S. C. Griggs & Co., Chicago. 12mo., 255 pages. \$1.50.

(59) THE MASTERY SERIES. Comprising three Books: *Hand-book, French, and German*. By Thomas Prendergast, author of 'The Art of Speaking Foreign Tongues Idiomatically'. D. Appleton and Company, New York; S. C. Griggs & Co., Chicago. 92, 115 and 98 pages, respectively. 50 cents each.

that the way to acquire the correct use of words is to *use* them correctly. For this purpose, the learner is placed in the situation of a child, and receives his lesson from his teacher, who must be familiar with the language, a few words at a time, and without use of any book at first. Short lessons, not exceeding ten minutes each, are given at first. The use of a phrase-book is allowed after a few lessons, and in a longer time the grammar is given to the pupil. This system seems tedious at first, but it is claimed that in its use there is real economy of time and labor. Professor E. M. Gallaudet, of the National Deaf-Mute College, Washington, D. C., the author of the preface to the American edition, says that during the summer of 1867 he had occasion to make a critical examination of the systems of deaf-mute instruction in Central and Northern Europe. Of the foreign languages he knew nothing, save French, learned in the old-fashioned way. For the acquirement of German he determined to put the Mastery system to the test. Of the results he speaks as follows: "The results which crowned the labor of the first week were so astonishing that he fears to detail them fully, lest doubts should be raised as to his credibility. But thus much he does not hesitate to claim, that, after a study of less than two weeks, he was able to sustain conversation in the newly acquired language on a great variety of subjects. . . . With but two months in a country, the resultant pleasure and profit to the traveler who should devote two weeks faithfully to the study of the language on the Mastery system, having then six weeks for actual travel, largely if not wholly independent of interpreters and *valets-de-placé*, and possessing a certain though limited means of communication with all he meets, would be unquestionably greater than if he were to blunder through eight weeks, at the mercy of half-educated couriers and interested hotel-keepers, as is done by the majority of Americans in Europe. The first of these books is devoted to a discussion of the means of acquiring language, and of this system in particular, while each of the others contains directions for both teacher and pupil.

W.

(60) This book belongs to Mitchell's Series of Geographies. For our public schools and academies such a work was needed. It may be said of many other works on this subject that they were *good*, and, in their day and generation, answered their purpose. But recent discoveries and fresh facts have so increased the dimensions of this science that there was really a necessity for such a book as this. We have examined the work carefully, and are highly pleased with it. It is up with the times; and we gladly welcome it to the great army of good school-books. In typography, in illustration by means of maps and otherwise, in all that pertains to the bookmaker's art, nothing is left to be desired. In the Preface, the author says: "It is hardly necessary, at the present time, to vindicate the right of Physical Geography to a prominent place among the studies pursued in our schools, academies, and higher institutions of learning; for our best educators now appreciate its importance, and regard it as a constituent part of the science of Geography. In the following work the writer has endeavored to unfold concisely, yet in their completeness, the principles and facts of Physical Geography, and has sought, by the mode of presenting them and by freshness of illustration, to uphold the intrinsic interest of this department of science. In respect to the arrangement of the several divisions of the subject, their natural and obvious order has been adopted." Again the author speaks most truly: "The attention of the student is directed throughout the subject to the truth that the globe is not a mere collection of matter existing under various forms, but an *organized body*, filled with a wondrous mechanism, in which all the parts and systems are exquisitely adapted to each other; and that the physical phenomena of the world reveal in their harmonious action a unity of plan and purpose, and display in an infinite variety of ways the Power, Wisdom and Goodness of the Almighty Designer."

S.

(61) NEXT to the disposition of Americans to travel is the one to write books. By means of the descriptions of tourists and travelers, the means of a fair

(60) ELEMENTS OF PHYSICAL GEOGRAPHY. By John Brocklesby, A.M., Professor of Mathematics and Natural Philosophy, Trinity College, Conn. Published by E. H. Butler & Co., Philadelphia.

(61) BIBLE LANDS, WITH GLIMPSSES OF EUROPE AND EGYPT. By S. Dryden Phelps, D.D. Clarke & Co., Chicago. 12mo., 449 pages.



knowledge of all climes and countries is brought within the reach of all. And some of the most readable and instructive books we have are of this description. The one before us charms with the freshness of its style and the unstudied simplicity of its method. Without entering into his descriptions with a minuteness of detail producing tedium, the author has presented rapid sketches which have the merit of leaving correct impressions. By this means he has brought within the compass of a single volume as much real information as travelers generally embrace in two or three. What adds most to the value of the book is the deep feeling of Christian piety which underlies the narrative and will make it deeply interesting to all Scripture readers. Forming a part of the book is an index embracing every Scripture place mentioned in the work, with Bible reference to the place quoted in connection with it. As a specimen of book-making the work is a great credit to the publishers and to the West. In the excellence of material, clearness of typography, and beauty of binding, it will bear comparison with the books of eastern publishing houses. w.

(62) THIS book is of convenient size and style for a pocket-companion for those who wish to make way for themselves among foreigners with a good degree of intelligence. The phrases and sentences are expressed in four languages—English, French, German, and Italian,—so arranged that the same expression in each can be seen at a glance. For those who have only a limited acquaintance with these languages this work will be of great service. w.

(63) THE necessity of careful training in the elementary sounds of our language is felt by all thoughtful teachers. Especially is this necessary in our public schools, where children of so many different nationalities, each with his own peculiarities of enunciation, meet to be trained, as far as possible, in the correct use and pronunciation of the English. Too little attention and thought is given to this in the most of our schools. All helps that look toward better training in this direction should be cordially welcomed. From a somewhat careful examination of these charts, we think they are well calculated for their object, and also for class-drill in the school-room. The series consists of ten charts, about 2 feet long by  $1\frac{1}{2}$  wide, with two additional charts of directions and explanations. The well-known reputation of the author is a satisfactory voucher for the accuracy of the work. We very cordially recommend them to all teachers who are conscious of a deficiency in phonic drill themselves, or who wish to exercise their pupils in such drill.

(64) AMONG the various series of mathematical works, issued by different publishers, Loomis's Series has held a high rank in the opinion of all teachers who have ever used his works. While particular books may be excelled by some of the various rival publications, yet the series as a whole is so carefully progressive, and so well adapted to the needs of both pupil and teacher, that it may be doubted whether it is excelled by any. Whatever deficiencies the various books may have, they are certainly not the work of a mere book-compiler, but of a practical teacher, and a scientific man. For classes in high schools and colleges we know of no better works than the upper books of this series. Without making invidious comparisons, we may say that we have been particularly pleased with the Geometry and the Trigonometry, and that, whenever we have tried other books, we have finally returned to these as suiting us best. The higher books of the course meet with the warmest commendations from those who have used them, and who are qualified to judge; the Practical Astronomy especially meeting the wants of teachers and amateur astronomers.

(65) ELDREDGE & BROTHER, of Philadelphia, have in press a new work, by Professor Hart, of the New Jersey State Normal School, entitled 'In the School-Room; or, Chapters on the Philosophy of Education.'

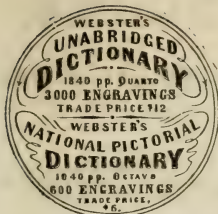
(62) HARPER'S PHRASE-BOOK; or, *Hand-Book of Travel-Talk for Travelers and Schools*. By W. Pembroke Fetridge. Harper & Brothers, New York; S. C. Griggs & Co., Chicago. 309 pages. \$1.50.

(63) PHONIC CHARTS FOR SELF-TRAINING IN THE SOUNDS OF THE LANGUAGE. By N. A. Calkins. Harper & Bros., New York.

(64) LOOMIS'S MATHEMATICAL SERIES—*Geometry, Trigonometry and Logarithms; Analytical Geometry and Calculus; Treatise on Astronomy; Practical Astronomy*. Harper & Bros., New York.



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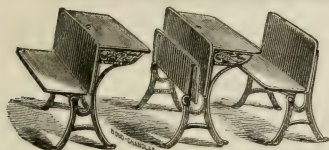
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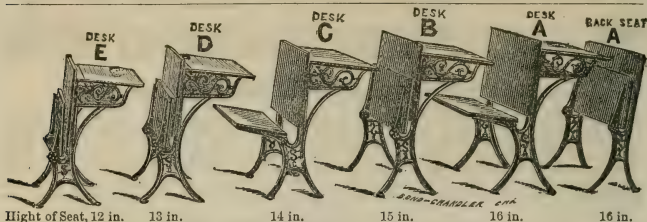
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# ILLINOIS TEACHER.

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WHAT IS THE BEST METHOD OF TEACHING THE LANGUAGES TO THE YOUNG? AND, AT WHAT AGE MAY THE STUDY OF A FOREIGN LANGUAGE BE PROFITABLY COMMENCED?\*

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BY PROF. J. R. BOISE.

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IN answer to the first of these questions, I should say that the method which nature herself indicates is the best. The more nearly we can approximate the manner of learning our mother tongue in childhood, the more perfectly and easily will our work be done. No person, of whatever age, not even if he be fifty years old, can commence and successfully prosecute the study of a foreign language without consenting to assume in many respects the attitude of a child. Some modifications of the process may be admitted, in view of the more matured reasoning powers, but these modifications should never be such as to lose sight of the essential features of that system which nature has taught us.

What, then, are the features of this system? It is manifest that in acquiring any language three distinct processes must become familiar. The ear must become acquainted with its sounds; the eye must become familiar with its written characters; and the mind must be able to express its own conceptions therein.

Each of these processes is quite distinct. Thus a person may learn to read a foreign language, without being able to speak it himself, or to understand it when it is spoken. Again, we often meet with persons who say of French or German, I can understand it when I hear it, but I can not speak it. The same person may also be unable to read it. In this case, the ear alone has acquired the language: in the

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\*EXPLANATORY NOTE.—This paper was read not long ago before a company of teachers in Michigan, and hence it has the form of an address. It was not deemed important that this form should be changed, in offering the paper for publication.

former case, the eye alone has become familiar with it. Again, the instances are very common where a person knows something of a language by the eye and ear, but he can not express his thoughts in that language. This latter process, therefore, is distinct from the two former, and must be learned independently.

No person can be said to understand any language very well until he has acquired a tolerable familiarity with all three of these processes: unless, indeed, a man may be said to know a language without reading it. But I think this will hardly be admitted in a company of scholars as an exception. It must certainly be a very imperfect knowledge of a language which a man possesses if he can not read it.

With the infant, the first process is the education of the ear. After listening a considerable time to the sounds of a language, the little child begins to imitate those sounds, and to attempt through them the expression of some simple ideas. A considerable time subsequent to this, the child is set to the remaining task,—that of familiarizing the eye with the written characters of a language.

An adult, or a child of sufficient age to learn to read, will most naturally carry on the three processes above mentioned simultaneously. While studying the written forms with the eye, he should so far accustom the ear to the sounds of a language as readily to catch the meaning in this way; and he should also constantly exercise himself in the forms and idioms by seeking appropriate expressions for his own thoughts. In this way, and only in this way, can a language ever be fully mastered.

I am aware that many persons look upon all this painstaking and drudgery as unnecessary. All we wish for, say they, is to learn to read a foreign language; we never expect either to speak or to write it; we do n't even care to do this. Now I hold that the method above described is the readiest way of learning simply to read a language; indeed, I do not believe a person can in any other way learn to read a foreign language understandingly. How do the great majority of persons in our country, who study either the ancient or the modern languages, learn to read them? Somewhat on this wise: a lesson is assigned, in some author, to be translated into English. The learner, with dictionary in hand (unless he have some more convenient help), sits down to find out the most exact equivalent in English for each foreign word. From these separate equivalents he constructs an English sentence, or the semblance of one. This done, he proceeds to the next sentence, and so on, to the end of the lesson. He has then 'got it out'—a conventional expression signifying more than at first sight appears. From the original language, he has 'got out' a sufficiently crude English composition. He has left the original behind, intact. He scarcely knows any more about it than before he commenced his prodigious task. Indeed, he now cares nothing about it; for he has

'got out' all he wanted. With this precious specimen of English which he has so luckily just 'got out', he judges of the literary merits and defects, peradventure of Racine, or of Schiller, of Virgil, or of Homer! If this be all we gain in studying a foreign language, then might we better, according to the theory of some extremely sagacious modern philosophers, study all foreign literatures by the aid of the best translations in our own language. We should accomplish much more in a given time, and do it much better.

But away with such nonsense and sciolism. No language was ever learned in this way. It will remain after the lapse of years as foreign essentially as when the study of it was first commenced. Between it and the mind of the student there remains a perpetual wall of separation in the form of an English version. Such a student is like a traveler in a foreign land who always depends upon his interpreter. The traveler never learns the foreign language, but only becomes acquainted with the broken and often ludicrous dialect of his servant: so the student only acquires some tolerable facility in using an interpreter.

To exemplify my meaning more fully, I will take the simple Latin sentence "*Dulce et decorum est pro patria mori.*" How few of our scholars would apprehend the meaning of this very common motto by simply hearing it for the first time. How few even would perceive the meaning by the eye, until they had conjured up the English words "it is sweet and glorious to die for one's country." Even the most common words remain, I apprehend, essentially foreign to the minds of most Latin scholars who have studied in the old-fashioned way. To how few do the words *domus, urbs, equus, navis, miles, filius*, suggest ideas through either the ear or the eye, until the interpreters, *house, city, etc.*, spring up before the mind. How few who have studied German in the ordinary way—that is, without constant colloquial exercises—can understand the beautiful song of the fisher-boy in the opening scene of Schiller's *William Tell*! And yet, if one can not read it in German and catch the ideas at once from the words of Schiller, I am certain he can form no correct idea of its exquisite delicacy and sweetness. I could never myself execute any translation of it, and I have never seen any, which conveyed to my mind at all the same impression as the original. The same remark is applicable to all finished compositions in which imagination and taste largely predominate. To my mind they are absolutely untranslatable. The same thought may, by cultivated minds, be wrought into beautiful forms in other languages; but it seldom appears with the vigor and beauty and freshness and life of the original. I have never seen translations of the most celebrated authors, whether modern or ancient, which I could read with satisfaction. There is always a degree of rigidity and coldness in them, which, whatever their beauty, indicates an absence of life. They remind

me of wax flowers, which may indeed be very beautiful, but are at best only clumsy imitations of nature's handiwork in the lilac, the pink, the rose, or the jasmine. Who could ever transfer from the Greek or Latin page the fiery energy of Demosthenes, or the affluent graces in the diction of Cicero? How many have tried their hand at translations of Homer, but who has ever succeeded in satisfying the scholar that can read the original? How little of the literature of the modern languages has ever been successfully clothed in an English dress! Who has ever formed an adequate idea of the Italian and Spanish and French and German literatures without reading them in those languages respectively?

In my judgment, there is but one way of understanding and appreciating any author; and that is, to learn the language in which he wrote, and to read what he has written in his own words, catching the idea directly from those very words, without the shadow of an interpreter between. In this view I feel the fullest confidence that all scholars will agree with me.

What, then is the practical application of these remarks? Simply this: in studying any foreign language, we should aim to make its words and idioms so familiar that they should no longer seem foreign to our minds; or at least, so familiar that we can dispense with all aid from an interpreter; so that, the moment an intelligible expression falls on the ear or meets the eye, it shall convey its own meaning to the mind. This, and nothing short of this, should be the constant aim of every person in studying any foreign language.

Now it is manifest that the old method of study and teaching, where the only aim is to acquire facility in rendering the foreign tongue into English, is sadly deficient, if the view which I have presented is correct.

What better method, then, some one will say, do you propose? I answer, by referring again to the principles laid down at the beginning of this discussion. I would seek to educate the ear as well as the eye, and especially to accustom the mind to think in the language in question. In this way alone can any language be truly mastered. With nothing short of this can it be comprehended and appreciated. Every person who has ever acquired a foreign language, will I am confident, corroborate these opinions.

In the study of the modern languages it is comparatively easy to attain the desired end. The facilities for studying them are so numerous, and they are so nearly allied to our own tongue, that much less time and effort are requisite to obtain a tolerable command of them. But the ancient languages, which have ceased to be spoken, must tax our powers to the utmost. We can not have for a teacher any person who is so familiar with them as a native Frenchman or German is with his own mother tongue; and besides, they are farther removed from

us in their words and structure. But even in the study of the ancient languages—I do not like to call them *dead* languages, for they still possess to the true scholar a voice, a soul, a life which is immortal—even in the study of these languages, very satisfactory results may be attained by constantly familiarizing the mind with the ordinary words and idioms; by imitating the expressions in the best authors; by making them speak to us directly, resolutely thrusting aside all English words which offer themselves as interpreters; and by seeking to express our own thoughts in the language we are endeavoring to acquire. By patiently and resolutely following out a course of discipline such as this, we may do much towards making the ancient languages as familiar to our minds as the modern.

What I now propose may seem to many persons too great an innovation on established methods of study. It would no doubt involve great changes among us, but it is not a new and untried system. It has long ago obtained the sanction of the best classical schools in Europe. We have also excellent helps for this system of study. I need not now specify the authors with which many of you are already familiar. The great excellence of these works lies in the fact that they combine so happily both the analytical and synthetical methods of study. In other words, they are intended, in the hands of a skillful instructor, to accustom the ear to the sounds of the language, the eye to its written forms, and at the same time to familiarize the mind with the important process of expressing its conceptions in that language.

I need to make one remark qualifying, or rather explaining, what I have above said. I do not mean to imply that the old system of study, which has been common in this country, has produced no good results. I think that any study of foreign languages, in almost any way, however imperfect and unphilosophical the method, may be in many respects useful. It affords a certain species of discipline, which can be acquired in no other way. It puts a man in possession of many terms which serve as keys to the meaning of a great multitude of English words. It also opens the way to a vast amount of historical knowledge. What I mean to say is this: it does not afford the means of appreciating in any adequate degree the literature of a foreign language, nor make that language seem in any degree a home-like and familiar thing. The learner has always a painful consciousness that it is something foreign; that he has not command of it. He seldom enjoys it in any high degree; for the very good reason that he does not understand it. I fully believe that a more philosophical method—something such as I have indicated above—will lead to quite different and much more satisfactory results.

But it may be said that the plan which I have proposed will require too much time. I will not disguise the fact that much time and hard labor are indispensable to the acquisition of a foreign language. I



never yet knew the prodigy who could accomplish the task in six lessons, or in six months even. But I do not think the old method is a saving of time in any respect. Quite the reverse: I think it was a great waste of time. I am convinced, from observation and some experience in teaching, that one year spent as I have indicated, under a good instructor, is worth two under the old system of drilling.

Again, it may be said, we can not find teachers to carry out your system. Here I must acknowledge my full conviction that not all teachers can teach all things. Although the public seem to demand that the masters in our academies and union schools should know and teach every thing, I think it will be some time before one head can carry so much wisdom. The truth is, we must have in the art of teaching, as in the mechanic arts, a division of labor. I deem this one of the most pressing wants in our educational system. It is needed not only for the teaching of the languages, but also for the teaching of all the sciences, and even for the rudiments of our education. Men should know what they understand and can teach, and not go entirely beyond the sphere of their knowledge in imparting instruction to others. I was never of the opinion that a man could teach well that of which he knew nothing himself. If a little more common sense be applied to this business, and teachers confine themselves within the sphere of their knowledge, not professing a competency for every department of instruction, I have no fear but men will be found who can teach the languages in a satisfactory manner. Already, indeed, in our state I believe there are many who are doing their work well in this department of instruction. A little more mercy shown to teachers—if it be recollected that they are men and not Titans,—a little more division of labor, and the number of competent teachers of the languages will be much increased.

I have thus briefly indicated some of my views on the first question proposed to me. I regret that I have no time for the discussion of the second inquiry, "At what age may the study of a foreign language be profitably commenced?" I should aim to show that the study, properly simplified, might be commenced much earlier in life than is usual among us; and I would like, also, to offer some considerations in favor of a much more general study of the modern languages in all our schools, and in favor of commencing them before the study of Latin and Greek. I must, however, for the present postpone the discussion of these topics.

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FAME.—Fame does not possess a strong memory. For a long flight, she relieves herself of all unnecessary incumbrances. She rejects, on her departure and in her course, many who thought themselves accepted by her, and she comes down to late ages with the lightest possible burthen.

SISMONDI.

## INSTRUCTION OF THE BLIND.—II.

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BY J. LOOMIS.

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THE pupils at the institution are graded according to their advancement. There are consequently three departments, and three teachers in literature. I shall only glance at the studies of the Primary and Second Departments, omitting explanations of methods of instruction, peculiar difficulties, etc., for more particular mention when we reach the Senior Class. The Department of Music and that of Handicraft are distinct, and shall be mentioned, if at all, separately.

The branches pursued in the Primary and Middle Departments are those usually taught in the public schools. In the first, as might be expected, the alphabet in raised letters, the speller and the reading-book are found alike in the hands of the child of twelve years born blind, and in the hands of the youth who has just lost his sight. And, strange as it may appear to the visitor, the child frequently excels the older pupil in these first lessons. The little fingers are delicate and very sensitive. If a beautiful hand is a mark of gentility, a child that has early lost its sight has the first claim to that distinction. Its hand is often a perfect ideal of beauty in size, shape, and sensibility. This acuteness of perception will explain the reason why some very young pupils can trace boundaries on raised maps and locate cities with so much facility. Some of these young pupils learn to write beautifully before the expiration of *one term*. It is no small pleasure for a teacher to receive a letter from a blind pupil. What must be the emotions of parents who receive a letter for the first time from a blind child! Home must be filled with surprise and delight. Before a term expires, also, many pupils read well. Occasionally one is able to read fluently in a few months. A lad thirteen years of age entered the institution last October, not knowing his letters at that time. On a public occasion, after three months' study, he read a fable without any preparation, fluently and correctly. I never knew a seeing pupil that learned to read so well in so short a time. On the same occasion, a little girl of twelve, who had been in the institution one session and a few months, answered many questions in geography, proposed by the visitors, very readily. Geography is regarded a very easy study; but it is one of the most difficult for the blind. The test of their knowledge is just the reverse of seeing pupils. The latter know when they can answer without the map: blind pupils know when they can point to a given city or trace the finger along a boundary or river-course. This can not be done without an exact knowledge of the country. The little girl referred to is a proficient, also, in mental arithmetic and

the other studies in the Primary Department, and has been advanced to the Second. Her standing, from the first, was 9.5 on a scale of 10. She did not know the alphabet when she entered the institution, one year ago last fall. I presume she will complete the studies in the Second Department this session, and that she will be promoted to the Senior Class the next. She has very remarkable talents for music, to the cultivation of which she has regularly devoted a portion of time.

Do not suppose that all can accomplish what I have claimed for these pupils. Most require much longer time before they are prepared to be advanced to higher classes. Diversity in progress is due in part to early home culture and to health, as well as to native ability. In the cases of those named it is chiefly due to extraordinary talents, for their education previous to admission into the institution was *physical* only. Others approach the more successful according to their abilities.

In estimating the results, the efforts of teachers much not be overlooked. The direct presentation of a principle, the oft-repeated review, a perfect knowledge of every lesson before another is attempted,—this is their work, and this has accomplished most. Like the lens in the hand of the skillful operator, the teacher collects and directs the light, until the principle is made plain. And when a blind child surpasses one with every faculty *unimpaired, ceteris paribus*, methods of instruction may be justly claimed as contributing *something* to that success. It is not ingenuous to attribute all to the *fortunate* circumstance of *being blind!*

Besides the studies mentioned, a *course of reading* is pursued for an hour in the evening. Histories, biographies, travels, and other works instructive and pleasing to children, are read. This is a delightful exercise. Thus they early become acquainted with authors. A taste for reading is established. A beautiful story becomes an object of attraction as well as playthings, for blind children love toys like the seeing. Only so much time is devoted to this exercise that none are weary of it. Were such a course of reading introduced into our public schools, it would be of incalculable value. Nothing would more effectually protect our youth against forming tastes for fiction and objectionable literature. Nothing would tend more to cultivate a taste for instructive books. In stead of contemplating home and local scenes, the mind would be enlarged by studies of distant countries and peoples, and by the histories of all time. New aspirations would be formed. Who can not remember the longings of his childhood to learn something more than he had means or opportunity to gratify? Who does not remember some book that has developed the half-formed resolution to obtain an education into a fixed determination? I remember to have heard related in my boyhood many things respecting the disastrous campaign of Napoleon I to Rus-

sia. My interest in the fate of that man was intense; and when, a few years later, I obtained the history, every page was perused with most devoted attention. I have often read and re-read the history of that wonderful man. But the emotions of admiration with which I first followed his career have ever been felt, though my judgment leads me to a very different estimate of his character. I never open to the map of South America but a thousand scenes, the most sublime and the most beautiful, are recalled. The ascent of Chimborazo, Cotopaxi crowned with snow, yet belching flames, the vast forests, the mighty rivers, the strange animals, the beautiful birds, *all new to me*, are still remembered with the utmost delight. The discovery of this new world is due to a book of 'Travels' which fell into my hands at the same early age. Whether my admiration for nature—'the vast, the stable and sublime', as well as the 'transient and minute'—is wholly due to the influence of these Travels, I need not say. It is true that a new world of delight was opened, and I am never weary of such studies. An intense desire to see and to know was awakened. What is true of myself may become the experience of another. The library ought to be in every school-house. It ought to contain books suited to the wants of youth. These should be read daily by the *teacher*, for many pupils *that will listen attentively* will not read. Many a book in the hands of a teacher would be delightful which could not be appreciated by the pupil alone. Many explanations can be made to show the value and use of daily studies. Besides, parents often do not know how to choose or to direct, if they are willing to buy books for their children.

Pupils here are much more conversant with books than those of the same age and grade in public schools out of the towns. And, so far as appreciation of this exercise is a test of culture, they are in advance of seeing pupils. This is attributable chiefly to the attention paid to judicious reading.

Telegraphic dispatches are read daily, more especially for the older pupils. But many of the younger ones show their appreciation of this short lesson, by being present from choice. During the war, the pupils were as eager to hear the daily news as the most ardent patriot. The interest thus awakened in national affairs can never be lost.

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STRIKING RESULTS.—The different countries in the world, if arranged according to the state of education in them, will be found to be arranged also according to wealth, morals, and general happiness; at the same time, the condition of the people, and the extent of crime and violence among them, follow a like order.

National Education, by Fred. Hill.

## GRAMMATICAL NOTES AND QUERIES.

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BY DR. SAMUEL WILLARD.

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## NO. I.--USE AND ABUSE OF DIAGRAMS.

1. You ask me what reviews you can find to help you in your condemnation of Clark's Grammar and his system of diagrams; and you further ask whether you ought to condemn them.

I can not refer you to reviews of the book: such as I have seen are scattered here and there in educational periodicals that are probably not within your reach; and I may come at once to the latter part of your question, whether you ought to condemn the grammar and the diagrams.

First, as to the diagrams. There is a strong prejudice against them in the minds of many, which is based partly on the odd, uncouth, mechanical appearance of the pages containing them: thus I heard them called at an institute, 'Clark's horror of sausage-links'. Now I think uncouthness no fair and sufficient reason against them. Diagrams and tabular arrangements of any sort are not made for grace and beauty, but rather to assist the comprehension of logical and rational relations by exhibition of representative terms in space relations so that the rational relations are suggested. On a fly-leaf of my History of England I drew a genealogical scheme of the Sovereigns of England, from William the Conqueror to the House of Hanover: this is a diagram; it serves better than any text to impress upon my mind the relations of these persons, and is better even for reference. I take from the shelf above me Whately's Logic: I find in it many diagrams, and presently find the archbishop saying (in Bk. II, ch. v, § 5), "It is usual, when a long and complex course of division is to be stated, to draw it out, for the sake of clearness and brevity, in a form like that of a genealogical tree." Forthwith he fills a page with a diagram which furnishes an analysis of the previous ninety pages of his book. He does not call it a diagram; but it is one. And, to use his own words, is not the analysis of a long sentence "a long and complex course of division"; and is it not well "to draw it out, for the sake of clearness and brevity, in a form like that of a genealogical tree"?

Now Clark's diagrams are admirably suited to the system of analysis that he teaches; and although they may seem in form too much like a string or heap of links, the objection is but a slight one. Perhaps, indeed, the form might be somewhat altered to avoid the harness; but I think it could not be done advantageously.

There remains a question as to the actual benefit and expediency of use of these or any other diagrams in teaching grammar, and specially



in analysis of sentences. In the Illinois Teacher for 1862 and 1863 (vol. viii, 298: ix, 16, 49, 76) there were articles on both sides of this question; but the writers soon lost sight of their subject, dropped argument and fell to personalities, so that the editor shut off the dispute, and allowed no further discussion. The real questions are two: first, do diagrams help the scholar? second, do diagrams help the teacher?

Now no one can claim that a pupil who does not correctly analyze a sentence can make a correct diagram of it: the analysis must precede the formation of the links or other scheme of arrangement. The diagram system can help the scholar only by giving him a form of expression for what he has studied out, the relations of the words, phrases, and clauses: using it, he can see that he has omitted no word; and he has a regular mode of analysis by the habit of such use. If he is ignorant or blundering, neither his analysis nor his diagrams will be correct. But in the proper use of diagrams the benefits indicated in the sentence from Whately are obtained by the scholar, 'clearness and brevity': many words would be necessary for writing out an analysis which can be indicated with clearness and brevity by a diagram. But I am firmly of the opinion that a pupil should be trained to make his analysis without diagrams, as well as with them. If he can not analyze a sentence without putting it into a diagram as he goes along, he is ill taught, ill trained. We think one ill taught in arithmetic who can carry on no operations in mind, but must resort to paper or slate for all calculations: still worse is he taught in grammar to whom the diagram is a necessity in making the analysis. If a teacher uses a diagram system, let him train his scholars to make complete *verbal* analyses before they make *representative* analyses: teach them to *talk* analysis as well and as promptly as to *figure* analysis. I think that a large share of those who teach from Clark's Grammar neglect this rule, and hence have brought a not unnatural condemnation upon the book which they use: their superficiality is ascribed to the system of grammar and to the diagrams; but an equal superficiality will be found to pervade all their work. The more simple and clear any system is, the more readily can superficial teachers and pupils make a show of knowledge with it. They get a mechanical facility which is no objection to the system when properly used in good hands. Mathematicians work mechanically whenever they use a familiar formula to shorten their work.

Next we consider whether diagrams help the teacher. Their greatest benefit is to the teacher. If he has the scholars use them, he can have the whole class go over the whole of a lesson in analysis, and can himself see with rapid glance that they have so far understood the structure of the sentences given that they can show the relations of the terms by arranging them. This is a real and a considerable help.

It is like the aid given by the blackboard in arithmetical exercises, when each pupil shows by the written operation on the board that he knows how to go through with the required work. You were my pupil in our Normal School when I there used a system of representation of analysis by diagrams, which was given in the Massachusetts Teacher nearly ten years ago (vols. xi, 454, and xii, 41, Dec. 1858 and Feb. 1859) by that able scholar, Prof. Alpheus Crosby; and you surely remember with what ease I could by it test the pupils upon their knowledge of the lessons in analysis, our text-book being Greene's Elements. If the years of army life and of business have not driven the method out of your mind, you will find it similarly useful to you now, as Prof. Crosby found it in his Normal School in Massachusetts.

Now I do not like Clark's system of diagrams chiefly because I prefer a system of analysis different from his. His system makes the analysis depend upon the nature of the verb: consequently, in sentences having a transitive verb it makes the object one of the principal parts of the sentence, and not a part of the predicate. I prefer the strictly logical system which divides the sentence into subject and predicate, and treats the object as a modifier of the predicate verb. "Virtue secures happiness"; Clark says that *secures* is the predicate: I deny it: as others say, *secures happiness* is the predicate; and these are right. Hence, despite some marked excellences, I never should choose Clark's Grammar, but prefer the analysis of which Greene is the leading expositor, and which is substantially the same in the grammars of Bingham, Bullions, and so on down the alphabet to Welch and Wells. I do not so much condemn Clark, to use the language of your question, as *prefer* other authors. I prefer grammars whose analysis uses the current terms of grammatical literature with correctness or an approximation to it. The grammarians have done violence enough to the technical terms of logic in their assumption of them: let us at least mar them as little as possible in the stealing; and when we speak of a predicate let us mean a whole predicate, and not one clipped of an essential part.

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#### SCHOOL-HOUSE KEEPING.

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IN our school journals all the various methods of conducting recitations are discussed, and in our institutes long and earnest lectures are delivered on the *best methods* of teaching pupils, and of conducting exercises in all the departments of school. These things are all well; but, in my humble opinion, there is another phase of school-work, not less important, and even more really necessary, that is rarely, if ever,

made a subject of instruction or discussion, viz., School-House Keeping. Is not the cleanliness of the room where a child is to sit six hours each day, and five days each week, as important as his style of writing or manner of reading? The one is important, but the other is necessary; the one pertains to an accomplishment, the other to health. How often are school-rooms to be seen, not only with dirty windows and wood-work, but with floors covered with dirt and filth. The teacher pays but little attention to the cleanliness or neatness of the room. Cobwebs often fill every corner; fragments of paper, apple and nut relics, and plenty of *free soil*, cover the floor; the desks of the pupils and that of the teacher are covered with the various articles common and uncommon in a school-room, all in disorder and dust, thus indicating the absence of æsthetic culture.

The character of a school can be learned from the appearance of the school-room. A neat, skillful teacher never lacks system or neatness. A pile of dirt about the stove or in the corner annoys him more than a poor lesson or an unnecessary amount of disorder. Neatness in a school-room has a cheering influence in promoting order. A pupil will not long be rude or careless, lazy or disobedient, where systematic neatness and an orderly arrangement of every thing about the school-room is a *sine qua non*. Not long since, I entered a school-room just as the janitor had completed sweeping, and he had accumulated about a half-bushel of dirt, the result of that day's work in school-room. It needed no special revelation to enable me to write out the character of that teacher and the condition of the school.

We often find school-rooms defaced with caricatures, cuttings, and even vulgar writings. To prevent these, to keep the school-house clean and neat, to have his own and the pupils' books properly arranged, to have the pupils trained in keeping the house neat and bright, is, in my opinion, as much an element of good school-keeping as any other, and should be insisted on by superintendents and directors.

In addition, every teacher can do something toward making his school-room attractive, after he has succeeded in keeping it free from cobwebs and defacings. Pictures are cheap and plenty, and in summer branches of trees, flowers and grain are abundant, and make no undesirable ornamentation when tastefully arranged. To train a child to neatness is a lesson most important to him, and one which will be valuable to him in after life.

By an occasional look into lawyers' offices and *doctors' shops*, we see the effect of early education in dirty school-rooms and often in dirty kitchens. A stove and surroundings smeared and colored with tobacco-juice, a floor whose surface is coated with dirt of a week's accumulation, cobwebs and dust, disarranged books and papers, a high temperature, with windows closed and noxious atmosphere, form the

prominent scenes in every day's drama. If I had a teacher who would not keep his school-house neat and in order, I would dismiss him for it as soon as for immorality or inability to govern.

Ventilation is an essential department of school-house keeping. To care for the health of pupils is of greater importance than their writing, reading, or geography; and we live more on air than on food. We can retain good health longer on bad food than we can on bad air. In most of our school-houses, when closed, the air is all breathed over in thirty minutes. After that the pupil and teacher breathe noxious vapor, emissions from the lungs and pores of the body, which will in the end produce disease and death. No doubt many life-long diseases are contracted in closed school-rooms. A little investment in knowledge of the properties of the atmosphere and philosophy of respiration would save sickness, doctors' bills, and suffering. Would it not be well to have some lectures in our institutes and normal schools on 'School-House Keeping', and, if necessary, fewer on the great and wonderful hobby, Object Teaching?

H.

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## THE STUDY OF HISTORY.

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EDITOR OF TEACHER: I bow to your request for an article on the Study of History. Let me begin with some thoughts on the value and importance of this study. History, the record of human experience, exhibits the results of human conduct as it works out these results through long periods of time and over wide stretches of country. It shows on a large scale the value of character, and evidences the power of principles and ideas by their outcome through great epochs of time. Recording the past, it forewarns the future, and inspires or deters with an authority that few care to disregard. The instructor of citizens, the monitor of states, it is the voice of God syllabing through the centuries the omnipotence of justice and the eternity of truth. Wise men have ever been diligent students of history.

All the sciences have their roots and beginnings in history; and no scholar thoroughly comprehends his science till he has traced it in its historic rise and development. To many of the sciences, and especially to metaphysical and political science, history furnishes the best door of approach.

No study more enlarges and liberalizes the views than this. Just as the traveler to foreign climes becomes cosmopolitan in thoughts and feeling, so he who visits by the aid of history distant ages and remote nations loses the narrowness and littleness of views which otherwise beset him.

Tried by whatever test, history has claims second to those of no other study to a place in our public schools. A pupil who knows thirty facts in Geography may never have occasion to use or mention a single one of them. They may never stir a thought, nor afford material for a single remark. But he who knows thoroughly thirty facts in history will find them illustrating many a passage in his own times, and will gather from them thoughts to enrich many a conversation or public address. Let one but master the history of some one era, as that of the French Revolution, and he is rich in the material for a thousand thoughts, and may contribute to the happiness and instruction of large numbers of his acquaintance.

Finally, to the citizens of a republic like ours, in which the greatest questions of state are often submitted to the voice of the people, some knowledge of history is indispensable to a safe and sound exercise of suffrage. The American who is ignorant of the history of his country is a shame and a danger to the state.

It was a profound feeling of the importance of this study that influenced me years ago, when filling the office of Superintendent of Public Instruction in Michigan, to seek to secure its general introduction into the public schools of that state. And it was the frequent failure of those efforts, caused by the bad and inefficient methods used in teaching, that led me, after wide observation and much study of the problem, to devise the new system of teaching, represented by the 'Map of Time' and the 'Hand-Book of History and Chronology.' I will reserve for another article a description of this new method of teaching history.

J. M. G.

*Industrial University, May 21st, 1868.*


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## OFFICIAL DEPARTMENT.

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DEPARTMENT OF PUBLIC INSTRUCTION, }  
 SUPERINTENDENT'S OFFICE, *Springfield, Ill., May 15, 1868.* }

### STATE TEACHERS' CERTIFICATES.

FINDING it impossible to reply satisfactorily, by letter, to the numerous inquiries received at this office respecting State Certificates and examinations therefor, this method is taken to furnish the desired information to all teachers and others interested in the subject. It is believed that every important point is noticed and explained in the remarks that follow.

State Certificates are granted to teachers of approved character, scholarship,



and successful experience, in virtue of the authority conferred by the 50th section of the School Law, as amended February 16, 1865. The clause of said section which confers said authority is as follows:

LAW CONCERNING STATE CERTIFICATES.

"The State Superintendent of Public Instruction is hereby authorized to grant State Certificates to such teachers as may be found worthy to receive them, which shall be of perpetual validity in every county and school district in the state. But state Certificates shall only be granted upon public examination, of which due notice shall be given, in such branches and upon such terms, and by such examiners, as the State Superintendent and the Principal of the Normal University may prescribe. The fee for a State Certificate shall be five dollars. Said certificates may be revoked by the State Superintendent upon proof of immoral or unprofessional conduct."

After a careful consideration of what is believed to be the true intent and spirit of the law, it has been decided that applicants for the State Teachers' Diploma should be required to comply with the following

TERMS AND CONDITIONS.

1. To furnish satisfactory evidence of good moral character.
2. To furnish satisfactory evidence of having taught, with decided success, not less than three years, at least one of which shall have been in this state.
3. To pass a *very thorough* examination in Orthography, Penmanship, Reading, Mental and Written Arithmetic, English Grammar, Modern Geography, History of the United States, Algebra, The Elements of Plane Geometry, and the Theory and Art of Education.
4. To pass a *satisfactory* examination in the *elementary principles* of Anatomy and Physiology, Botany, Zoology, and Chemistry, as these are deemed essential to the highest success in some of the more recent and improved methods of primary instruction. But the examination in these branches will embrace the rudimentary principles only.
5. To pass a *satisfactory* examination in the School Laws of Illinois, especially in those portions thereof which relate to the legal rights and duties of teachers.

ONE RULE FOR ALL.

The law imperatively requires that all candidates for State Certificates shall undergo a public examination. Certificates have heretofore been granted, without further examination, to regular graduates of the State Normal University, upon due evidence of good character, and three years' successful teaching; upon the assumption that the completion of a full course of special professional training might properly be taken, constructively, as a compliance with the requirements of the statute. But, as doubts have arisen upon this point, the language of the act will hereafter be *strictly construed*, and the former practice in respect to normal graduates will be discontinued. A successful public examination will hereafter be required in all cases, without exception, as the condition of receiving a State Certificate. The President of the State Normal University fully concurs with the State Superintendent in the expediency of this change.

BOARD OF EXAMINERS.

None but practical teachers, of high character and distinguished professional ability, are appointed upon the State Board of Examiners. So far as possible, the holders of State Certificates are chosen for members of that Board. With very few exceptions, the Board has always consisted of gentlemen who have themselves passed the prescribed examination, and received State Certificates; and the same course will be pursued in the future.

## CREDENTIALS.

In respect to moral character, the only object is to be sure the applicant is, in this respect, *worthy*. No set form of evidence is required, so that the fact of good character clearly appears. If an applicant is personally known to the State Superintendent, or the President of the Normal University, or to any member of the Board of Examiners, as of good character, that is sufficient—no other testimonial is necessary. If not, written testimonials from one or more responsible persons acquainted with the applicant will be required.

In respect to the *length of time* that an applicant has taught, his own declaration, giving the time, place and kind of school, will be sufficient.

Touching the question of *success* in teaching, written testimonials from employers, or other responsible and competent persons acquainted with the facts, will be required. The evidence upon this point is vital, and must be clear and explicit.

By 'three years' teaching is meant three ordinary *school* years—not three years of twelve calendar months each. In this state, two hundred and forty days' teaching, equal to eight calendar months, is considered a year's teaching; and three of such years will satisfy the requirements of the rule in this particular.

## CONDITION PRECEDENT.

Satisfactory evidence relative to character, length of time taught, and success, must be furnished *before* a candidate can be admitted to the examination: it is a *condition precedent*, and should be transmitted to the State Superintendent, by each candidate, along with his application for examination, so that, if defective, due notice may be given, and that there may be no disappointment or loss of time in the inspection of credentials, when the day of examination arrives. Any one whose credentials are unsatisfactory will be promptly informed of the fact, and wherein, that the deficiency may be supplied, if practicable, and if not, he will be declared ineligible, and saved the expense of attendance. Attention to these preliminaries is important. There is no time to inspect testimonials during the examination, and none can be examined without them.

## MODE OF EXAMINING.

Both the oral and written methods are employed. The questions, usually ten in number, to be answered under each topic embraced in the examination, are printed on slips of paper, and consecutively numbered. Each applicant is furnished with one of these slips, and with pencil and paper. A definite time is allowed to each topic, varying with the nature of the subject and with the number and character of the questions proposed. Each answer bears the number of the corresponding question. Some times several slips are given out at once, allowing, for all, the sum-total of time that would have been granted to each separately. In this way there is no lost time: the quick do not have to wait for the slow, and each one can see at the outset the whole work to be done in the allotted time, and so, perhaps, work at better advantage. In questions requiring demonstration or analysis, the entire work should be given, and not merely the result or answer, so that the several steps of the process may appear, and the Board be the better enabled to judge of the teacher's habits of thought and reasoning.

In addition to written answers to the printed questions, candidates are also examined orally upon all topics that will properly admit of that form of inquiry—especially in reading, mental arithmetic, theory and practice, and other kindred subjects. In this way the applicant's practical teaching power, knowledge of the theory and methods of instruction, of school organization, classification, management, discipline, etc., can be best elicited. Much use is also made of the blackboard, if one can be had, in this part of the examination.

## ESSAY.

It is also customary to require a brief essay upon some very familiar topic announced at the time. The object of this is to enable the Board to judge of the applicant's general knowledge, reading and reflection; and especially of his ability to write his thoughts promptly, clearly, and correctly. Incidentally, also, the essay shows the writer's proficiency in grammar, rhetoric, punctuation, use of capitals, paragraphing, and the other niceties of composition and penmanship, etc. It is assumed that no one will apply for a State Certificate who is unable to write promptly, and with *intelligence* and *propriety*, a few sentences, upon a familiar topic. The time allowed for the essay is about thirty minutes. The whole class write upon the same subject at the same time.

## MODE OF AWARD.

The greatest care is taken to make the examination and final judgment *strictly impartial*. To this end, all candidates are known during the examination and until after the final award, by *numbers*, and not by their real names, thus: An envelope, containing a card, is handed to each member of the class. On one side of the card is a number; on the other side the teacher writes his full name and post-office address, returns the card to the envelope, seals it, and on the back writes the number of the card within. The number, so chosen, is placed on each written paper, to identify it. In examining the papers, the Board note the grade of merit of each one, opposite the number found thereon; and in like manner, after all the papers have been examined and the result summed up, said result is placed opposite its proper number. Each set of papers is disposed of in the same way. When all is done, the Board make their report to the State Superintendent, showing, in tabular form, all the numbers represented in the examination; the percentage of correct answers credited to each number on each topic embraced in the examination, together with the final result in each case; and adding their recommendation, which must be unanimous, that State Diplomas be awarded to such and such numbers. Then, *but not until then*, the sealed envelopes are opened and the successful candidates identified, and certificates sent them, in accordance with the addresses found on the cards. It will be seen that the plan is extremely simple, while it effectually guards against the possibility of even the semblance of partiality.

## TIME AND PLACE OF EXAMINATION.

Until recently the State Superintendent designated the times and places of holding examinations for State Certificates. But experience has conclusively shown that that is not the best way. It is useless to order an examination with no certainty of attendance, and it is impossible for the State Superintendent to know beforehand, under the former mode, whether the time chosen will suit the convenience of the teachers. The matter of time and place is, therefore, left to the teachers themselves. No examination will be held unless at least ten teachers request it, and agree to attend. Whenever that number, or more, do so request, an examination will be held, and at such place and time as they may designate. It is easier for one to accommodate the many than the reverse. Those wishing certificates can confer together and decide upon the place and time which will best accommodate the greatest number, and inform the State Superintendent. The *place* chosen by the teachers will in no case be changed by the State Superintendent, and the *time* named by them will also be strictly adhered to, unless it should conflict with some other pressing official engagement, in which case the Superintendent will either suggest another day, or refer the question of time back to the teachers for their further action. Two days are required for an examination for State Certificates. When an examination is desired in any county or place, those wishing to join in the application can send in their names to the County Superintendent, who, when the requisite number is obtained, can forward the list to the State Superintendent, by whom the necessary public notice will be immediately given. This is the simplest way to arrange the matter. But if teachers see fit, they can communicate with the State Superintendent directly, either jointly or separately. It is, of course, immaterial through what channel the wishes of the teachers are communicated.

## INSPECTION OF PAPERS—ANNOUNCEMENT OF RESULT.

No announcement of results can be made at the immediate close of the examination. The careful reading and inspection of several hundred pages of manuscript, with scrutiny of work and methods of analysis, etc., so as to do impartial justice to all, requires several days' time. The examination papers are therefore placed in the hands of the Board of Examiners, who take them under advisement and report thereon as soon as practicable; and as soon as their report is received by the State Superintendent, diplomas are forwarded, by mail, to those declared by the Board to be entitled to them. The time required by the Board for the examination of papers is not usually more than one week. Applicants whose papers are not deemed satisfactory by the Board will be apprised of the fact by letter.

## PUNCTUAL ATTENDANCE.

When the time for examination is fixed, punctual attendance at the hour named is very important. The rules governing the examination are then stated, and certain general directions given, which there is not time afterward to repeat. Moreover, there is full work for the class for the whole time, and a teacher arriving after a portion of the topics have been written upon can not make up for lost time without protracting the examination, which it is not practicable to do. On every account, therefore, those proposing to attend should be punctual.

## GENERAL REMARKS.

A State Certificate entitles the holder to teach in any county and school district of the state, without further examination, and is valid for life, or so long as the personal and professional reputation of the holder remains untarnished. The Boards of Education of most of the principal cities of the state, including Chicago, and whose educational systems are not subject to the provisions of the general school law, have, also, by resolutions and otherwise, recognized the State Certificate, declaring those holding it as eligible to employment in their respective schools without further examination, except for positions requiring special qualifications not included in the examination for State Certificates. A State Certificate is, therefore, not only the highest known to our system of public education, and an honor to those receiving it, but it has also an important *business* value to all professional teachers. It is the object of the law under which the examinations are held specially to recognize and honor these experienced and successful teachers who have given character and dignity to the profession in this state, and to furnish to young teachers a proper incentive to honorable exertion. It will be seen that the examination, as indicated in the circular, is one that no really well-qualified and successful teacher need to fear. It was the object of the legislature to encourage that class of teachers to apply for State Diplomas, and we have not felt warranted in making the examination so extended or severe as to deter them from so doing. In fact, if it were expedient or practicable, State Certificates would have been granted to *such* teachers without any formal examination, their already achieved reputation and success being the real and strongest ground of their claim. But it will readily be seen that it would be impossible to award certificates in that way, however carefully and conscientiously it might be done, without incurring the suspicion of partiality or favoritism, and hazarding the confidence of the educational public. An examination is therefore, in all cases, required—an examination from which no really superior teacher need or ought to shrink, but which effectually and properly excludes all others, and thus accomplishes the worthy end of the law. It is believed that the plan of conducting examinations and granting certificates, as herein set forth, is in close conformity with the letter, spirit and purpose of the law, and should command the approval and confidence of all good teachers. It is not the object of this circular to urge teachers to apply for State Certificates, but merely to explain how the examinations are conducted, the conditions required, and the steps to be taken to secure the holding of an examination in any part of the state, at any time. The information here given has been frequently called for, and is furnished in compliance with what is deemed to be an official duty under the law. The teachers of the state procured the passage of the act, and the whole subject is now left with them.

NEWTON BATEMAN, Supt. Public Instruction.



## EDITORIAL DEPARTMENT.

**SCHOOL ARCHITECTURE.**—Buildings are generally designed for some specific object. The manufactory, the banking-house, and the hotel, are each adapted to the purpose for which they were erected. So, the school-house has a plan of structure peculiar to itself. And considering the importance of its use, and its durability, there is no structure more deserving of the greatest care in its design and erection. Without presuming to present any detailed plans, we venture to offer some suggestions as to what is desirable in a school-house.

A second door, placed within the outer door. In the bleak climate which prevails in this latitude so much of the year, the saving of fuel will soon pay its expense, while the added protection to the health of teachers and pupils is an item beyond all computation. The floors of the halls should be of hard wood, for the sake of durability as well as ease in cleaning. The wainscoting to the halls, wardrobe and stairways should extend above the reach of the majority of children in the school, to remove the temptation to deface the wall with scribbling and caricatures. All the wood-work should be painted and grained, or oiled, and varnished for the sake of neatness and cleanliness.

A desirable number of closets, wardrobes, etc., should be found in every school-building. Not very many years ago, the same room in a private house frequently answered the purpose of a kitchen, dining-room, sitting-room, parlor, and sleeping-room. But the days of such primitive mode of life are fortunately passed. Now no one would build a home without its separate rooms. The added convenience and comfort can be urged as strongly for their presence in a school-house as in a dwelling. Besides, at school the habits, tastes and characters of children are largely formed. The regulating and elevating influence of the order and system which should exist in the school-room are of great value in determining the future man.

The arrangement of the apartments should be such as to facilitate the ease and quiet of the school-exercises. We have seen a school-house which was substantially and even ornately built, with a single door for the ingress and egress of pupils from the wardrobe, and with no place where the teacher could place books or apparatus when not in use, or keep any thing under lock and key during vacation or when the building was used for other than strictly school-purposes. Especially is it desirable that the arrangement should be such that the teacher can have at easy command all parts of the building of which he has immediate control. In large buildings, the teacher needs to have oversight at once of the school-room, the wardrobe, and the general hall, when scholars are passing in or out of the building. How to secure this arrangement is a problem which seems, thus far, difficult of solution; but upon its solution depend largely the order of the school and the labor of the teacher. It is a matter of great importance.

The farther desideratum which we mention now is that, if the school-house is in a city or large town, it should be furnished with a bell large enough to be heard over the district. The virtue of promptness in school-management is, that the children be neither too late nor too early. An error in either direction is objectionable—as great, some times, in the latter case as in the former. One encourages habits of idleness, mischief, and vice; the other interferes with progress in study. Both can be obviated by having a bell to be rung so as to regulate the time of scholars' leaving home, hence, of their arrival at school.

**SOUTHERN ILLINOIS TEACHERS' ASSOCIATION.**—We would invite attention to the call for a Southern Illinois Teachers' Association, and Friend Raymond's appeal in behalf of it, contained in our pages. While we gladly welcome every movement that tends to arouse interest in the educational cause, and bid our friends God speed, we trust that they will be careful that it gives rise to no mere sectional feeling; and, above all, that it does not cause them to lose interest in the State Teachers' Association, and to stay away altogether from its meetings. We have great faith in teachers' gatherings of all kinds. Teachers become larger-minded, higher-aimed, by intercourse with others, and by



the friction of lecture, debate, essay, and also of meeting others. Small metallic articles are cleaned and polished by putting them together in a revolving drum, until mutual attrition has produced the desired effect. So with the human mind. But, although local gatherings are very valuable, yet they do not supersede the necessity for those embracing a larger area. We need to have gatherings, state and national, where the foremost men of our profession can be seen and heard. So we want our friends of Southern Illinois to send their choice men to our State Association, and then to come themselves, and see how well they do. But, realizing fully the fact that our state covers a large area, and also that it is very difficult to secure such reduction of fare as will enable the mass of teachers to attend the State Association, we think our friends are doing wisely in calling this convention, and trust that they will have so well attended and interesting a meeting that it may be felt all over the state, in more interest and higher aims among both teachers and people. We shall try to be there to see.

[In addition to the article from Mr. Raymond, above referred to, one on the same subject from Pres. Braden, of Southern Illinois College, will be found in this number of the Teacher.—PUBLISHER.]

TEACHERS' DEPORTMENT.—In the editors' department of the Massachusetts Teacher we find some remarks upon the deportment of teachers—at institutes, associations, etc.,—especially in reference to the three t's—tardiness, talking, and tattling,—which are so worthy the attention of all teachers that we are tempted to copy the whole article, but content ourselves with giving a portion of the remarks on tattling—knowing that every lecturer or teacher at institutes will indorse the whole.

With tattling, in general, we find no fault: it is doubtless a delightful and useful employment; but to practice it, or any other kind of manual labor, in a public assembly, seems to us, to say the least, a breach of politeness. When a person who has spent days and weeks, perhaps, in the careful preparation of a lecture, comes, by special invitation, before an audience, he has a right to expect attention, attention that shall be *manifest*. It is poor satisfaction to him to be told "I *heard* all you said, although I was not looking at you all the time." When a lady speaks to a gentleman, she justly thinks him rude if he does not *seem* to listen. Why may not a lecturer, with equal justice, regard ladies as impolite if they *seem* to give attention to tattling rather than to him? Waiving all other considerations, we deem it a sufficient objection to public tattling—*et id genus omne*—to say that it is annoying to every speaker; and no truly polite person knowingly annoys another.

We were struck with the difference in the appearance of two sets of lady teachers: one set were tattling, giving an occasional glance at the speaker; the other set were giving eager attention, and *taking notes of the thoughts uttered*. We could not help saying, "Give us the note-takers, rather than the tatters. The former are surely earnest teachers; there is some doubt about the latter."

THE INDUSTRIAL UNIVERSITY.—The first session of this institution has thus far been a marked success. Some 80 students are in attendance, from different sections of the state—some from the extreme south, and others from the extreme north. As a body they are very earnest, and give good promise for the future. As they labor two hours each day, they have accomplished much in this direction. From the receipts for the labor hours, and from other labor, some of the students are paying for their board entirely, while others nearly do so. The military organization and drill renders the labor system more effective, as they are divided into squads, each under the command of a sergeant or corporal, who is responsible for his men.

As a preliminary and preparatory, as well as a trial term, this has been a marked success, and should set at rest the fears of the friends of the institution, if they have entertained any.

STATE TEACHERS' INSTITUTE.—We have received the Report of the State Teachers' Institute, held at Normal last August, under the direction of the Professors of the Normal University. It makes a volume of 176 pages, containing, in addition to the usual catalogue of names, full reports of the lessons given and lectures delivered at the Institute, thus making it of permanent value—not alone to those present at the session, but to others. Pres. Edwards gave full courses of instruction on the Theory and Art of Teaching and in Reading, which are here fully synopsisized by himself. Prof. Hewett's methods in teaching Geography and History are given, Prof. Metcalf's in Arithmetic and Phonic Analysis, Prof. Stetson's in Grammar and Spelling, and Prof. Pillsbury's in Etymology and Gymnastics. Miss Edith T. Johnson gave a series of lessons on Primary Instruction, which were illustrated by a class of

small children. The exercises of the Literary Society consist of debates upon subjects connected with teaching. There are also full reports of lectures from Prof. D. N. Camp, of Connecticut, Pres. Edwards, Prof. Sewall, and Prof. Pillsbury. We should have supposed it hardly worth while to be at the expense of printing all the selections for drill in reading, but it doubtless was deemed best by those having the matter in charge. The catalogue gives the names of 133 ladies and 122 gentlemen in attendance, from 63 different counties in this state, with several from other states.

**SPECIAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF THE STATE OF NEW YORK**—HON. V. M. RICE.—In the year 1866, the Legislature of the State of New York instructed the Superintendent of Public Instruction to collate information respecting the educational systems of the different states of the Union, and other countries, and report to that body what recommendations he deemed necessary for the increased efficiency of the public-school system of that state. In obedience to such instructions, Hon. V. M. Rice, State Superintendent, has prepared a special report, which comprises a volume of 253 pages, containing more information on the condition of education throughout the world than any other volume we have ever seen. Besides the report proper, there is an appendix containing a brief résumé of the systems of instruction and the intellectual condition of the people in every country where any system prevails. The research and labor necessary to the preparation of such a work must have been very great. It is creditable alike to the author and the great state which he represents that so valuable a book, the preparation of which was beyond the reach or the means of any single private source, has been undertaken and carried through at public expense. We shall, from time to time, give the readers of the Teacher the benefit of selections from its pages. w.

LEWIS I. COULTER, Esq., has received the appointment of Deputy Superintendent of Public Instruction for the State of Iowa. Mr. Coulter has been connected with the office of Public Instruction as clerk for ten years.

It will thus be seen that Iowa recognizes the importance of more help in the Superintendent's work, for its greatest efficiency. How much more is it needed in our great state. Let those testify who know of the mass of work constantly pressing upon our State Superintendent, confining him almost exclusively to office work, and not allowing him to meet a tithe of the audiences that desire his presence. One man can not do the work needed. We should have an efficient Deputy Superintendent, so that either the Principal or the Deputy may visit different parts of the state, arouse and direct public sentiment, and aid in any movements for the upbuilding of the cause. We also need, and must have, a well-organized system of State Teachers' Institutes, with first-class men employed as lecturers and teachers, that such institutes may be made effective and valuable aids in training local teachers. While one normal school is well, and more of them better, the quickest and cheapest way to reach the mass of teachers, and to make normal schools possible, is to extend and organize a system of State Teachers' Institutes, thus reaching at once all or nearly all the actual teachers of the state. We hope the next legislature will be wise enough to take the matter in hand liberally.

OUR ACKNOWLEDGMENTS are due to Hon. J. P. Wickersham for copies of the Pennsylvania School Report for 1865 and 1866; to Hon. John Swett for the Second Biennial Report of Public Instruction of California; to Hon. John A. Norris for his late Report as Commissioner of Common Schools of Ohio; to Hon. D. Franklin Wells, Superintendent of Public Instruction of Iowa, for his Report for 1866-7; and to Prof. Wilkinson for a copy of the First Annual Report of the Board of Education of Jacksonville, Illinois. In reference to this last, we may be permitted to say that, while Prof. Wilkinson has met with the usual—and more than the usual—obstacles experienced in initiating and carrying to successful issue a system of thoroughly-graded city schools, he has met such difficulties and overcome them in the most satisfactory manner; so that now Jacksonville may congratulate herself upon having a well-planned and very successful system of Public Schools.

**NATIONAL TEACHERS' ASSOCIATION.**—By the courtesy of Dr. Gregory, we have been permitted to make the following extracts from a letter received by him

from Sup't Eaton, of Tennessee, respecting the forthcoming meeting of the National Teachers' Association at Nashville. The meeting promises to be a very interesting one, and it will be seen that the opportunity it will afford to visit places of historical interest will be no slight inducement to attend it session.

We shall try to have something definite arranged before the meeting. All those coming from the East via Washington will pass in Virginia and in Tennessee a long list of important localities, can stop over at Chattanooga to visit Lookout Mountain, Mission Ridge, etc., and will pass through Cumberland Mountains, the battle-field of Stone River, etc.; and those via Louisville will pass near Mammoth Cave. Since the receipt of your note, I have written the officers of that road suggesting that the tickets allow passengers to stop at the Cave. In sight of the Capital are the lines of the battle of Nashville; the Hermitage is but a few miles away, and Franklin a short ride by rail. Every effort will be made here to enable those attending the meetings to visit these places.

BOISE.—The Royal University of Tübingen, Germany, has just bestowed upon Professor J. R. Boise, now filling the chair of Greek Language and Literature in the University of Chicago, the honorary degrees of Doctor of Philosophy and Master of Arts. This university has probably never conferred a similar honor on any of our citizens.

Chicago Post.

ALFRED KIRK.—Of this gentleman, who has recently come among us, the Ohio Educational Monthly speaks in the following complimentary terms: "Mr. Alfred Kirk, for several years the popular and efficient Principal of the Middle Grammar School at Columbus, has been elected principal of one of the ward schools of Chicago, at a salary of \$2,000. Mr. K. took a deep interest not only in the schools of the city, but also of the county. He was the chief manager of the county teachers' association."

THE town of Lombard—late Babcock's Grove—has offered \$20,000 for securing the removal of Wheaton College to that place.

HON. JOEL PARKER has given Dartmouth College \$1,000 toward purchasing and fitting up a park.

DIED.—In Brunswick, Maine, April 4th, Prof. Wm. Smyth, for 40 years connected with Bowdoin College as teacher and Professor of Mathematics. This announcement will carry sorrow to many hearts. To the graduates of all these years the thought of Bowdoin is inseparably united with kindly recollections of Prof. Smyth. As a true and noble man he won the love and respect of all pupils, while in his particular department he was eminent. A kindly man, beneath a rough exterior beat one of the warmest and tenderest hearts.

—In Boston, April 27th, Wm. H. Seavey, the well-known and able Master of the Girls' High and Normal School. Mr. Seavey was a native of Maine, graduated from Bowdoin College in the class of 1845, and has been known ever since as a very able and popular teacher. He was best known to our readers as the editor of a recent revised edition of Goodrich's History of the United States, which is one of the most accurate and scholarly of the school histories.

—In Oneida, Illinois, May 24th, Rev. R. C. Dunn. Mr. Dunn was for some years Superintendent of Schools (or County School Commissioner, as the title of the office then was) for Stark county. He was a member of the Illinois Legislature in 1865, and was chairman of the Committee on Education. He was also, at the time of his death, one of the Trustees of the Hospital for the Insane. He had been a devoted and successful pastor. He was born in Georgia, and was educated at Knox College and Union Seminary.

—At Decatur, Illinois, April 28th, Fannie A., eldest daughter of E. A. and C. S. Gastman, aged three years. The sympathies of a large circle of friends will go out to Mr. and Mrs. Gastman in their bereavement—how sore only those know who have had the like trial.

—April 10th, J. W. R. Marsh, for many years Principal of the Newport High School, and one of the contributing editors of the R. I. Schoolmaster.

—At Cannes, May 9th, Lord Brougham, aged 90 years.

THE EDUCATIONAL MOVEMENT IN SOUTHERN ILLINOIS.—R. P. Rider, Esq., the very successful Principal of the Edwardsville Public Schools, thus writes: "Illinois, with one Association, is in the condition of the tall man with a short blanket: when his neck was covered his feet were cold, and *vice versa*: only in this instance the *feet* do all the freezing. Let us by all means have a Southern Illinois Teachers' Association."

For many years the necessity of such a movement has been obvious. The State Association, through no fault of its own, has not drawn out any considerable representation from Southern Illinois. Its beams have not shot over the sunny portion of our state. At the last meeting one Congressional District, the 11th, was without a representative, and the Nominating Committee were compelled to put on their glasses to discover a vice-president for the 13th. Many counties of other districts also failed to make appearance. But though she could not or did not gather about the great state lamp, Southern Illinois, as fully as any other section, felt the need of illumination. Within a few years the candles have been lighting very rapidly upon her prairies. County Institutes have multiplied, and village, town and city districts have been organized on an efficient basis in great numbers. Into multitudes of these the Normal University has sent its trained men and women. Others have employed experienced and tried educators. The symbols of educational work may be seen in an unprecedented number of new school-houses, both commodious and elegant. These many local lights have shone out through the entire section, and the surrounding Egyptians have opened their eyes and looked and winked once or twice, and said "It is good, very good." The light has not blinded, but has strengthened and made clearer their vision; and now they demand a great lamp of their own. Nor must it be forgotten that Egypt has lit her own tapers, mainly, nor that the state owes her a great debt educationally. For the last ten years the animating soul of educational progress in the state has been a product of Southern Illinois. Newton Bateman grew up, was educated, and has done about all his real life-work here.

Egypt's share in the glorious fame of the Normal University is not small. The name of Simeon Wright, of Marion county, is crystallized in the history of the foundation of that institution, and the 'Wrightonian Society' will preserve it and carry it on to the generations coming. Among the active and intelligent local workers of Southern Illinois, who have believed that the wealth of a people consists in its men, B. G. Roots, of Tamaroa, has long been recognized as one of the most valuable. The State Superintendent bears testimony to the fact that the County Superintendents are "very earnest and faithful men." Among efficient and practical teachers and superintendents of schools, who have within a few years been attracted hither, may be mentioned E. P. Burlingham, of Cairo; S. M. Dickey, of Charleston; Jas. Stevenson, of Sparta; A. J. Blanchard, of Litchfield; and many others. As a distinct educational power, Dr. Robt. Allyn, of McKendree College, deserves a more particular mention. Bringing with him to this field a rich culture, a varied and fruitful experience, a mature judgment, all his youthful fire and a Christian devotion, he has bent himself to the work of stimulating the vital action of Southern Illinois in the creation of more efficient measures for popular education, and quickening its sluggish circulation. His earnest and powerful speech has been heard in all directions. He is working for the years to come. Notwithstanding our natural wealth and the active and effective labors of many of our people, it is true that the southern half of the state is less alive, in its great mass, to the importance of educational life than the northern. Therefore the friends of education here have sought earnestly the answer to the question What next? And that answer seems to come from every quarter—"A combination of educational influences, an organization of forces; in short, 'A Southern Illinois Teachers' Association'." Through a similar organization the state at large has achieved her grandest results. Southern Illinois needs to do a special work for herself in the same way. She is about to begin it. Throughout her borders there is a remarkable spontaneity in the expression of a belief that this is the time. Local influences have been at work. Among teachers there is much of a revival. The project has been for several years in an unformed state before the people. The labors of O. S. Cook while in this section were partly devoted to its agitation. It has been followed up since by S. M. Dickey, and other Coles county men, by E. P. Burlingham, and I presume by others. Now it has definite shape, metes and bounds. A meeting will be held at Centralia Sept. 2d, continuing three days. A good amount of first-class help has been already pledged. Mr. Bateman will speak. President Edwards and Dr. Allyn will do so. Several immediately pressing questions will be discussed by able men. The Committee desire to make the exercises largely instructive, as well as pleasing and inspiring. There is every prospect of being able to do this. A programme of the exercises will be issued early, and, in the mean time, a word with our friends. Organization is the root of all power. Is the power which we



seek to exert in the community and on the commonwealth a beneficent one? Then let us organize to increase and preserve it. Do we say our efforts are not appreciated? It is the *business* of the teacher to create the public sentiment by which his work *shall* be appreciated. It is the absolute condition of his recognition as an important member of community. Added to this, every teacher, of sufficient intelligence to be a teacher, knows that the ultimate popular sentiment of the country and its ultimate destiny lie more largely in the proper and full efficiency of our schools than in any other agency. Can our moral sense be so torpid that we are not to be affected by considerations of this character? Impeachment may succeed or fail (as it will have done before this is read), political parties may win or lose, and our interests not be materially affected; but *ultimate public sentiment* bears the anchor of safety and hope, or the magazine of death. A class of men called politicians move heaven and earth for a day's advantage. *Six hundred* of them came together from this state for a business meeting a few weeks ago at Peoria; an equal number, a few weeks earlier, at Springfield for a similar purpose. A county meeting often calls out from three thousand to five thousand individuals. A state meeting has been known to bring from their homes fifty or sixty thousand. But in conventions of teachers a greater cause produces less effect. Shall we not change this thing? If we would be safe, we must educate. If we would be happy, we must educate. If we would be rich, we must educate. If we would be free, we must educate. Safety, happiness, wealth, freedom,—do politicians seek more than these? Do we seek less? And while they strive to secure these through temporary measures which may perish, we through principles as fixed as God, shall we be less in earnest than they? By all that is true within us, by all our hopes for men and all our love for country, by all that is glorious in liberal culture and terrible in ignorance, let a THOUSAND VOICES answer at Centralia next September, "No."

"Men of thought! be up, and stirring night and day:  
Sow the seed—withdraw the curtain—CLEAR THE WAY!  
Men of action, aid and cheer them, as ye may!"

Once the welcome light has broken, who shall say  
What the unimagined glories of the day?  
What the evil that shall perish in its ray?  
Aid the dawning, tongue and pen;  
Aid it, hopes of honest men;  
Aid it, paper; aid it, type;  
Aid it, for the hour is ripe,  
And our earnest must not slacken into play.  
Men of thought and men of action, CLEAR THE WAY!"

Alton, May 16th.

W. H. V. RAYMOND.

The following is the call for a convention, above referred to:

The undersigned, being convinced that the interests of education in our state would be greatly promoted by the formation of a Southern Illinois Teachers' Association, invite the teachers of Southern Illinois to meet at the City of Centralia, in Marion county, on Wednesday, the 2d day of September next, for the purpose of mutual improvement and consultation on the propriety of forming such an Association.

1st, The great size of the state, and its extreme length from north to south, and the want of any large power near its geographical centre of educational and business influence; 2d, the backward state of education in Southern Illinois, rendering necessary a kind of missionary labor which can not be performed in any other way; 3d, the want of an enthusiastic public spirit among our local teachers, hindering them from incurring the expenses attendant on traveling to the northern part of the state, to meet their brethren in the State Association; and 4th, the absolute need of union and intercourse among the members of our profession in this portion of the state, and the certainty that this can not be had under the present arrangement, have induced us to make this call.

We ask Messrs. W. H. V. Raymond, of Alton; S. M. Dickey, of Charleston; J. C. Scott, of Olney; J. M. Nichols, of Sparta, and E. P. Burlingham, of Cairo, to act as a committee to prepare a programme and secure speakers for the meeting. The same to be held at least two days.

ROBERT ALLYN,  
O. N. JONES,  
W. F. SAHLIN,  
C. H. CROWELL,  
WM. FLORIN,

F. O. BLAIR,  
S. H. DENEN,  
HUGH MOORE,  
J. C. SCOTT,  
WM. EDMONDSTON.



**SOUTHERN ILLINOIS EDUCATIONAL CONVENTION.**—*Messrs. Editors:* I noticed in the last Teacher an article from the teachers of Paris Public School, in reference to the necessity of a Southern Illinois Teachers' Association, and the propriety of holding this spring a convention to organize such an association. In the January number was an article from President Edwards, in favor of county or district normal schools. I write to let you know what Egypt has been doing in both enterprises. We have felt for some time that we were isolated from the educational meetings and associations of the rest of the state. But one educational convention has ever been held in Egypt. The convention of County Superintendents was held in Centralia one year ago last fall. We have so far to travel to reach the north and central portions of the state, and often have so far to travel on horseback before we reach the Illinois Central (our only avenue of communication with the rest of the state), that we do not feel able to spend the time and money. More than a week's time, and from thirty to forty dollars, is more than Egyptian pedagogues can readily spend.

Lately we have been debating the propriety of helping ourselves. No part of the state is doing so much for educational progress as we are now. Within two years, or a little more, costly school-houses have been erected—one in Ashley, one in Richview, one in Duquoin, one in South Pass, one in Anna, one in Villa Ridge, one in Vienna, three in Cairo, one in Metropolis, one in Golconda, one in Murphysboro, one in Mt. Vernon, one in Albion, one in Olney; and we have good houses recently erected in Carmi, Grayville, Mt. Carmel, Centralia, and other places.

In no part of the state have more or better-attended county institutes been held, or more interest been felt in them by the people. Feeling the want of instruction for those who can not go to the Normal, the teachers of Southern Illinois College, located at Carbondale, have organized this spring a Normal Department in connection with the college. Teachers' classes in Orthography, Reading, Geography, Physical Geography, Grammar, and Arithmetic, have been organized. The classes review these subjects, and are drilled on the best methods of analysis, of teaching, of explanation, and general exercises and examinations are held as often as needed.

We have over fifty teachers in these classes, representing every county in Egypt except two. (By Egypt we mean that part of the state lying south of the Ohio and Mississippi Railroad.) Our school numbers over 200 pupils: a very large number of them are from these counties, and outside of Jackson county, where the school is located.

Steps have been taken, also, to have a Southern Illinois Educational Convention held here, Wednesday, June 24th next, commencing at 9 o'clock A.M. We do not wish to arrogate to ourselves what belongs to others, but we urge the following claims to having the convention held here.

I. Carbondale is in the exact centre of Egypt, being just half way between Cairo and Centralia. It is on the Illinois Central Railroad, our only means of railroad travel. South of the O. & M. Railroad there are twenty-three counties, with nearly one hundred thousand public-school scholars, and over one thousand teachers. This vast region has been so far helping itself. County institutes are being held. These have aroused the desire to have a greater concert of action. In one of these this project was started. We want the convention held in Egypt, or south of the O. & M. Railroad, and Carbondale is the centre and the most accessible point.

II. We have here the only college in Egypt. This school, in two years, has sent forth a large number of teachers, and has now over sixty teachers in it. In and near Carbondale eighty teachers can be found, and from every county in the region spoken of. We have, then, the nucleus of the convention here now.

III. Our Normal Classes and other facilities render our college the most suitable place. We will accommodate all who come gratuitously and hospitably. We will advertise and scatter circulars, and have the largest rally ever held in Illinois, as an educational convention. Relying on these, and knowing that we have an earnest, intelligent community, we have taken initiatory steps for this convention.

IV. We hope to have an examination of applicants for State Teachers' Diplomas here, June 22d and 23d, and will of course have our best teachers here.

V. A convention of the friends of the college will be held here Friday, the 26th, and will form an excellent supplement to our convention. Unless, then, something not now known should intervene, we will have a Southern Illinois Convention, in the Southern Illinois College, in Carbondale, June 24th next, and all teachers and friends of education are invited to attend. Gratuitous accommodations will be afforded to all.

We will have an examination for State Certificates on the 22d and 23d, if arrangements can be made.

Hoping, Messrs. Editors, that you and all our northern friends will come down and help to dispel our darkness, I remain yours,

CLARK BRADEN,

President of Southern Illinois College.

MISSOURI STATE ASSOCIATION.—The State Teachers' Association of Missouri assembled in the Hall of the High-School building in St. Louis on the evening of April 6th. Hon. T. A. Parker, State Superintendent and President of the Association, addressed a large audience upon *The Aspect of Educational Interests throughout the State*. His remarks were made interesting by the statistics presented, which were collated from his Annual Report. When he stated that there were 6,000 teachers in the field in Missouri, all felt that there was an army at work upon reconstruction far more powerful than the army paid by the General Government. One point made by Mr. Parker shows the progressive spirit of the times, and perhaps indicates a more intimate connection in the future between the schools and the state. He maintained that all the teachers should be paid from the general treasury of the state, and showed by careful calculation that it would equalize taxation, and be of incalculable benefit to the schools.

He was followed by Mr. W. T. Harris, Assistant Superintendent of Schools, St. Louis, who spoke for an hour upon the *Province of Education*. His address should find its way to the library of every earnest teacher. He fearlessly attacked the Pestalozzian system of instruction, as well as its opponents, showing that an educated teacher would not be confined to any system, but would glean the blossoms from all. The teacher's work, he said, was to enlighten and purify the national life.

Thursday morning, after the usual committees were appointed, Prof. Edwin Clark, of Jefferson City, discussed *Benson's Theory of Squaring the Circle*.

Mr. O. M. Fethers, of Jefferson City, recited, by request, in his inimitable manner, *The Bells*. Mr. Fethers, unlike many speakers, does not hesitate to use musical tones upon the rostrum, and consequently renders the Silver and Golden Bells in a manner that all approve, though few ever attempt.

Prof. E. L. Ripley, Principal of the Normal Department of the State University of Missouri, made a map of North America. By a simple division of the chords, radii and tangents of a circle supposed to be 3,400 miles in diameter, he found the *salient points* of the outlines; by the use of red and green crayons he soon exhibited his map complete, either for Physical or Political Geography. In his hands his method is perhaps unequalled. He claims for it also simplicity.

Mr. Z. G. Wilson gave, in an interesting essay, the *Reason why many Teachers fail*. His large experience in St. Louis and elsewhere had given him the ability to point out thoroughly the shoals upon which many teachers have been wrecked.

Miss Anna C. Brackett, Principal of the St. Louis Normal School, gave *Professional Protests*.

Prof. D. S. Morrison, of St. Joseph, formerly of Illinois, would have the system of *School Records* abolished. He would rather appeal to the conscientiousness of the pupil, and, as Mr. Harris demanded in his lecture the evening before, would make schools more democratic in their organization.

Friday, Prof. E. C. Hewett, of Normal, Ill., spoke for an hour upon the subject of *Geography*, and the methods of teaching it.

An interesting feature in the exercises of this day was the introduction of classes in *Phonetic Reading* from the Public Schools of St. Louis. One class of little ones, who had been in school for three weeks, learned and recited their daily lesson. Another, which has pursued the same course for three months, exhibited their proficiency in ordinary type. It has been found that better

progress in reading can be made by this system than by the old methods; that it is as easy for foreign-born children to pronounce the w or v as it is for American children; and that, if time is of any value, at least one-third can be gained. The system has proved a success in St. Louis.

Mr. E. B. Neeley, of St. Joseph, delivered an interesting essay. Mr. H. R. Foster, of the State Blind Asylum, spoke upon the Braille System for the Education of the Blind, and showed the proficiency of some of his pupils.

The afternoon was mostly passed in the discussion of reports and other business of the Association. The evening was passed in listening to a lecture by Pres. Edwards, of the Illinois Normal University.

The time for holding this meeting was inauspicious, as most of the schools were in session; yet the attendance was quite good. More than 200 were present.

This report might lead to the inference that all the exercises were of the highest order of merit. There was, indeed, but little to criticise, and the teachers of the noble state of Missouri may congratulate themselves upon having a live Association.

The officers for the ensuing year are Daniel Reed, D. D., President of the State University, *President*; nine Vice-Presidents from different parts of the state; F. C. Woodruff, St. Louis, *Rec. Sec.*; H. Summerville, St. Joseph, *Cor. Sec.*; A. G. Abbott, St. Louis, *Treas.*

The next meeting will be held at Columbia, August 24th, 1868. A. G. A.

LAKE COUNTY INSTITUTE held a four-days session, commencing Tuesday, April 10. From the peculiar position of educational matters in the county, a slim attendance was expected; but the teachers were present to the number of a full hundred. B. L. Carr, Esq., the new County Superintendent, though inexperienced in the position, brought to his aid in the emergency a schoolmaster's tact, and it is owing to his management that the session was made one of the most profitable that the Institute has ever had. Drill exercises were conducted by Messrs. Burnap, Briggs, Brewster, Farnsworth, Reynolds, Snow (of Batavia), and White (of Chicago). Essays were read on *Discipline*, by Miss A. Addie Stewart, and *Our Mission as Teachers*, by Mr. R. E. Partridge. Lectures were delivered by Rev. M. M. Colburn, of Waukegan, on *The Responsibility of Teachers for the Manners and Morals of their Pupils*, and by S. H. White, of Chicago, on *The Profession of Teaching*.

LASALLE COUNTY INSTITUTE held a three-days session in Peru, commencing March 31st. Drills in the various branches taught in the common schools were conducted by Messrs. Powell, Hall, Gove, Heslet, and Shurtleff. The following gentlemen lectured at the evening sessions: Mr. S. M. Heslet, of Mendota; Dr. Gregory, of the Industrial University; and Rev. Mr. Roberts, of Peru. A committee of ten was appointed to go before the Board of Supervisors and solicit means for the establishment of a County Normal School. There were 170 teachers in attendance. Eight hours or more were occupied each day industriously and profitably. Teachers returned to their labors invigorated and benefited. The Committee on Resolutions presented the following, which were received and adopted:

(1) That we view with satisfaction the progress of educational interests in our county, and that much of this progress is due to the healthy condition of our institute.

(2) That it is our duty to push this enterprise to the extent of our ability, that its results may be of the greatest possible benefit to teachers and communities.

(3) That we thank Dr. Gregory and Rev. Mr. Roberts for their able and instructive lectures; the citizens of Peru for their hospitality; the Congregational Church for the use of their house; and Mr. Day, our efficient Superintendent, for his unceasing industry in the common-school work.

WM. BRADY, Secretary.

LIVINGSTON COUNTY INSTITUTE held a three-days session at Dwight, beginning April 8th. About 125 teachers were present. Profitable and instructive drill exercises and discussions were had on all the usual branches of instruction. The evening meetings were largely attended by teachers and citizens. The exercises consisted of essays and select readings, by members of the institute, interspersed with music by the committee. Among the resolutions adopted is the following:

*Resolved*, That, viewing favorably the establishment of a Normal School in our county, we appoint a committee of five to consider the propriety of substituting a Normal School for our County Institute; said committee to report at the next session of the institute.

The next session is to be held at Chatsworth, about the first of September.

MACON COUNTY INSTITUTE held its annual session in Decatur, March 30th—April 3d. The exercises were conducted as follows: *Reading*, by Miss Fuller, Messrs. McClintock and McKim; *Grammar*, by Messrs. McLean and Park; *Arithmetic*, by Messrs. Gastman, Swasey, and Latsbough; *Geography*, by Miss Crocker; *Phonics*, by Miss Sargent; *History*, by Messrs. McKim and Cussins; *Physical Geography*, by Miss Dean and Mr. Gastman; *Penmanship*, by Miss Carson; *Book-keeping*, by Mr. McClintock; *Singing*, by Miss Carson; *Mental Arithmetic*, by Messrs. Eicholtz and McKim. The session of the institute was a profitable one: methods of teaching the various branches taught in our public schools were discussed in a spirited manner. The best of feeling prevailed during the entire session. Those present gave proof that the watchword of the age—progress—was written on their life. When every teacher in the county shall make it a point to be present, then may we look for a progress in our schools never before seen. Dr. Allison delivered a good lecture on Thursday evening. The lecture of Hon. Newton Bateman on Tuesday evening was a mine of thought, and full of practical truths.

MERCER COUNTY INSTITUTE met at Keithsburg, April 14th, and continued in session four days. Although the weather was inclement, preventing the attendance of a great many, there was much interest manifested, and teachers returned to their schools encouraged and strengthened. Pres. Edwards, of Normal, was present during three days, and gave instructions in some of the principal branches, which were conducted in such a manner as to make lasting impressions, as the reviews abundantly proved. Institute met at 10 o'clock A.M., and was called to order by Col. I. McManus, President. The officers for the ensuing year were elected, viz., *President*—I. McManus; *Vice-President*—Wm. Pardee; *Secretary*—Frank Moore; *Treasurer*—S. B. Atwater. Exercises and drills in *Mental Arithmetic* were given by Mr. Atwater and Miss Fleming; in *Object Teaching*, by Mr. McManus; in *Grammar, Reading, and Phonic Analysis*, by Pres. Edwards, who also gave two lectures on the *Theory and Art of Teaching* before the institute, and an evening lecture upon *Parties to the Educational Enterprise*; in *Written Arithmetic*, by Mr. Pardee and Mr. Wright, of Chicago; in *Geography*, by Miss Evans. Mr. Atwater also discussed the *Word Method* of teaching reading; Mr. Given argued in favor of teaching *Vocal Music* in public schools; and Mr. Gushee gave a lecture on *Penmanship*. The customary resolutions of thanks to the people of the place for their generous entertainment were passed, as also a vote of thanks to Pres. Edwards for his valuable aid. The Secretary was instructed to furnish copies of the minutes for publication in the Mercer county papers and the Illinois Teacher. The institute adjourned to meet at Aledo, subject to the call of the County Superintendent.

I. McMANUS, Pres't.

FRANK MOORE, Sec'y.

## NOTICES OF BOOKS AND PERIODICALS.

(66) PROFESSOR LOOMIS has added to his valuable series of text-books the present volume, which meets a want heretofore unsupplied. Every teacher and student has felt the need of a good, reliable and scientific compendium of this science, representing its present condition, and not a mere rehash of views that have been often refuted, and that are not found in the scientific memoirs of the day. This want Prof. Loomis has well supplied. The volume embodies the results of the late investigations and observations of many observers, and puts them in a clear and scholarly form, so as to make a book suitable for the recitation-room, as well as for the study. As the aim has been to give results, and to represent the actual status of the science, mere theories have been sparingly introduced, and the author commits himself to none. The subjects of a few of the chapters, as we glance at them, are, Constitution, etc., of the Atmosphere, its temperature, moisture, motions, precipitation, storms, etc.; Electrical Phenomena; Optical Meteorology, shooting stars and aërolites; with a series of 25 tables, giving all the necessary tables for observation or for practical use. We commend this book to all interested in the science.

(66) TREATISE ON METEOROLOGY, with a collection of tables. By Elias Loomis, LL.D. Harper & Brothers, New York.



(67) IN this work the author claims as distinguishing features—(1) The methodical arrangement and logical development of the subjects discussed; (2) The brevity, clearness and uniformity of rules and definitions; (3) The simple and complete system of analysis; (4) The great variety of models for parsing and analysis; (5) The abundance of exercises; (6) The 'definite statement of opinion upon those points which annoy and perplex both pupil and teacher; (7) The practical character of the instruction and exercises in False Syntax; (8) The treatment of Punctuation and Prosody; and (9) The superior mechanical execution of the work. While we can not say that in all these points it surpasses other grammars that might be named, yet we have been much pleased with the book, and think that many of them are well taken. It pretends to no innovations, and is a clear and well-considered synopsis of the generally-received methods of statement; bearing the marks of a thorough comprehension of the needs of pupils, with no particular hobby-horse to ride. Its method of statement and mode of printing render it particularly adapted for use in the class. The publishers have performed their part in their usual excellent style.

(68) THOSE teachers who desire a reading-book of convenient size for the use of their intermediate classes, or who wish to introduce a reader additional to the series they may be using, will find their wants met in this volume. The elocutionary part is very good, giving good plain rules with sufficient exercises, and the selections are made with good taste. As its title indicates, it is not a part of any series.

(69) WE wish the Reports of the State Agricultural Society and this report could be in the hands of all our teachers, and upon the shelves of all school libraries. They would serve to awaken an interest in Natural Science in some of its applications, the effects of which would be widely felt. In this volume is included Dr. Walsh's first annual report upon the Noxious Insects of our State, which of course is valuable to all. While in this there are some things liable to criticism—some things which seem to us hardly in place in a Scientific Report, yet as the first of a series (we trust) we gladly welcome it.

(70) THE design of this volume is, by short sketches and notices of the scholars of Spain and their works, to encourage in the young a farther study of the beauties of Spanish Art and Literature. Not confining herself to a dry statement of items in chronological order, the author has woven into a concise history of the old cities of the country narratives of the lives and works of their scholars and artists. This treatment of the subject, with the charming style of the author, has produced a book possessing rare merits. In no other place can an intelligent idea of the greatness and the littleness of Spain be gained in so small a compass. In perusing this work, one is led to wonder at the power and magnificence of this now-fallen nation, during the 'Western Caliphate'.

W.

(71) THE publication of this story in the columns of the New-York Ledger has given it such wide repute that no descriptive comment upon it by us is necessary. There are not a few who read the weekly installments, for whom it possesses such a charm that they will be glad to obtain it in more permanent form. In its pleasant style, in its beautiful descriptions, in which the author combines words with the skill of a genuine artist, every one who reads will find fruitful source of enjoyment and admiration. It is just the book to occupy a dull hour or drive away the tedium of mental labor—for reading in vacation-time. For the benefit of our professional brethren, we quote the words of 'Uncle Eb' when giving advice to his young nephew as to his future

(67) A PRACTICAL GRAMMAR OF THE ENGLISH LANGUAGE. By Thos. W. Harvey, A.M. Wilson, Hinkle & Co., Cincinnati; Cobb, Pritchard & Co., Chicago.

(68) THE INDEPENDENT FIFTH READER. By J. Madison Watson. A. S. Barnes & Co., New York.

(69) TRANSACTIONS OF THE ILLINOIS HORTICULTURAL SOCIETY FOR 1867.

(70) MANUAL OF SPANISH ART AND LITERATURE. By A. Berard, author of History of the United States. Cowperthwait & Co., Philadelphia; E. Speakman & Co., Chicago. 12mo., 180 pages.

(71) NORWOOD; or, *Village Life in New England*. By Henry Ward Beecher. Charles Scribner & Co., New York; S. C. Griggs & Co., Chicago. 12mo., 549 pages. \$1.50.



calling: "No, sir; a man should never be a schoolmaster. That's a woman's business. Be a professor, or nothing! Even then it's a poor business. Who ever heard of a college professor that was not poor? They dry up in pocket like springs after the wood is cut off from the hills. They are apt to get very dry in other ways, too. A man that teaches can not afford to know too much. A teacher is like a needle. He should be small and sharp. If large, he can not run easily through the garments to be made. The College President ought to be a great man—a sort of specimen,—something for the boys to remember as a pattern of a man."

W.

(72) This Journal will be read with interest because it contains the writing of a queen. Its value lies in the opportunity it offers to study the character of its royal author. Being written apparently for amusement and without any farther expectation, it is the simple, unaffected narrative of the events and experiences of 'Life in the Highlands'. The unstudied simplicity of its style is its greatest beauty, for it reveals a similar feature in the character of the queen. As to its contents, an enumeration of the places visited, the persons accompanying, and the very brief impressions created, comprise about all.

W.

(73) This valedictory address is a very calm and well-considered statement of the encouragements as well as difficulties attending woman's study and practice of the science and art of medicine. There is, undoubtedly, an increasing feeling that for some parts, at least, of medical practice woman is more peculiarly fitted than man; and that, in the general opening to her of all pursuits, the medical profession is the one, next to our own, which can be filled by her with most efficiency.

(74) The two or three numbers of this journal which have been received are pronounced, by our musical friends, to be very excellent. Besides a large amount of art literature, each number contains several pages of popular music, worth in itself more than the subscription-price of the Review.

W.

(75) MAGAZINES FOR CHILDREN AND YOUTH.—*The Riverside* for June opens with a frontispiece showing how the sow looked when she came in with the saddle—as Mother Goose says she did; Vieux Moustache begins a story of Two Lives in One; Virginia Johnson has a charming little story of Seven Years Old; Willie Eystee tells of Derry Church, and the times of long ago; there is another chapter of Little Lou's Sayings and Doings; Porte Crayon continues the Young Virginians; there is Canker-Worm talk, and another story from Shakspeare; An Old Story in New Rhyme; another one of My Three Gardens, and a biographical sketch of Mozart; with other sketches, all together forming, as will be seen, a very attractive and interesting bill of fare. Published by Hurd & Houghton, New York, at \$2.50 a year.

*Our Boys and Girls*, by Oliver Optic, makes its welcome appearance weekly, and is received with great pleasure by the children. The contents of the 73d number are Chapters XV and XVI of Make or Break, with illustrations by Billings; Job Hartwell's Oak; another chapter of Out on the Prairies, by Wirt Sikes; the Little Brown Maid and her Shadow—poetry; an original dialogue; a selection for declamation; with the usual editorial departments. Every number contains condensed items of information of great value. Published by Lee & Shepard, Boston, at \$2.50 a year.

(76) We have received the first number of *The Schoolmaster*, published at Normal, and edited by Prof. Stetson. It takes the place of the Normal Index, and is intended to be, as stated by the editor, an educational periodical, and the official journal of the Normal University. This first number is well filled with interesting matter, and the known ability of the editor assures all subscribers that all reasonable expectations will be satisfied. As giving a record of the school, it will be especially valuable to all past members, and will doubtless be gladly welcomed by them.

(72) QUEEN VICTORIA'S JOURNAL. *Our Life in the Highlands*. Edited by Arthur Helps. Harper & Brothers, New York; S. C. Griggs & Co., Chicago. 12mo., 287 pages. \$1.75.

(73) VALEDICTORY ADDRESS to the Graduating Class of the Woman's Medical College of Pennsylvania, March 14th, 1868. By Emeline H. Cleveland, M.D.

(74) UNITED STATES MUSICAL REVIEW. A Monthly Magazine. J. L. Peters, New York. \$2.00 per annum.



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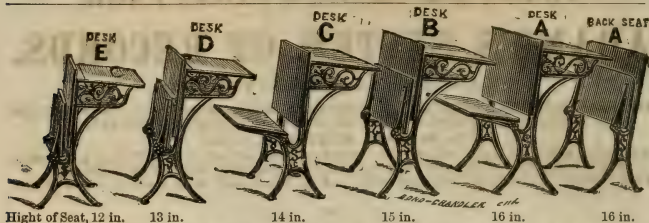
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
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One of the great features of this Revised Edition is its Magnificent Maps, the result of much experiment and labor, *to which the Publishers point with pride as the most beautiful specimens in this line of art ever offered to the American public*—accurate in their outlines, sharp and distinct in their lettering, admirable in the arrangement of names, tasteful in their coloring, and in all respects unexceptionable. As the original Cornell Series was the pioneer in all those improvements in execution which have characterized the Geographies of the last twelve years, so we believe this New Edition will be found still FOREMOST IN THE FIELD, whether attractiveness of appearance or intrinsic merit be regarded.

technical terms. It anticipates nothing that has to be subsequently explained. It avoids overloading the beginner with matters which he cannot understand, and thus distracting his attention from what is really within his reach. It first awakens his curiosity, and then satisfies it. One question naturally leads to another, but no faster than the scholar's mind develops. Every thing essential to a full comprehension of the subject is given. There is no demand on the teacher's time for oral instruction, or on his ingenuity for clearing away difficulties. Taken one at a time, and *in their proper order*, all difficulties can be readily surmounted; presented promiscuously and together, they involve the whole subject in confusion, and too often prevent a lucid comprehension of it when the mind is subsequently matured.

The Series is preceded by a little child's quarto, called "First Steps in Geography," which is intended to introduce the pupil who has learned to read words of two or three syllables, to the rudiments of the subject, and informally and pleasantly prepare him for its study. This book is adapted to very young beginners, and is not regarded as forming a part of the Series. It will be found useful in infant schools and with the smallest primary classes, as an auxiliary to the Reader.

The first Part of the Cornell Series is the Primary Geography. This volume is confined to things which the beginner of seven or eight years can readily master. After some general instruction respecting the earth, he is taught the points of the compass, and how to ascertain them in space, as well as locate them on the map. The natural divisions of land and water are next defined; and to insure that they are understood, he is shown them successively as they appear in pictorial illustrations and on the map. Without this, experience proves that the child, learn the abstract definitions as he may, often utterly fails to receive any clear idea of their meaning.

Thus prepared, the pupil is introduced to a few of the lead-

ing natural divisions—but each in its place. The oceans are taken first; then, all the seas that are to be mentioned; then, all the gulfs, the rivers, the islands, &c. Nor is this the only precaution taken; in two other ways is the young student's task facilitated:—1. By always beginning at the same part of the map, and observing a certain order in naming them; and 2. By having nothing on the map except the places mentioned in the text. Thus the pupil easily finds the place of which he is in search, and distinctly locates it in his mind—two things which are impossible with the overcrowded maps that encumber most of the so-called Primaries.

After going through with the chief natural divisions in this way, and by causing them to be looked at in every possible point of view insuring that they are firmly fixed in the mind, the author puts some promiscuous questions, and then in what is called “Memory's Aid” presents a summary of all that has been learned. Here every place mentioned in the text and introduced into the map is given in the same order that has been previously followed. The pupil now sees at a glance all that he has learned; and the examiner has an unerring gauge by which to test his progress. Having already met with each place mentioned in “Memory's Aid,” the pupil can now readily commit the whole, each, as named in order, successively appearing to his mind, where it has been daguerreotyped by previous drilling. The panoramic view which thus passes before his mind can be obtained in no other way. Ask, for instance, the best of your pupils instructed by other systems, to enumerate the rivers of America, and you will find them, after naming a few, now in this part of the continent, now in that, hesitating, in vain striving to recall them, and finally coming to a full stop, leaving half unmentioned. Put the same question even to the veriest beginner who has been drilled in Cornell's “Memory's Aid,” and he will give you the whole without pause or error. Stamped on his mind by the simple process described above,

he simply calls off the names as they successively appear to his mental vision; and ten, twenty, fifty years hence, he can do it with the same facility that he can to-day.

This course is pursued with every map in turn, none being laid aside till it becomes as familiar as the alphabet. The little geographer soon finds that the whole map is to be learned; and it is surprising to see with what ease it is learned, when thus systematically presented, one of its features at a time. And this point we insist upon as one of great moment. Cornell's map is not a mere illustration, to be referred to or not; it is an essential, living part of the system, to be memorized in all its details as exactly as any other part of the work. It is mastered by the eye as the text is mastered by the mind; and the impression made by this combined action of eye and mind time itself cannot efface.

The Primary goes but slightly into details. It is not there the aim to fill the mind with facts, but rather to prepare it for their reception. Only after the natural divisions of the world have passed in review before the pupil, are political divisions introduced to his notice. Nor then does the author descend to minute particulars, but gives general descriptions, and, in most cases, the capital cities only, leaving the filling up, both in the map and in the text, for the higher Parts. Nothing is said about governments, nothing about Mathematical Geography; it is deemed injudicious in the extreme to introduce abstract matters which at this stage are as unnecessary as they are unintelligible.

Thus much for our Primary. It differs from others in that it really is what it is called---a Primary. It begins at the beginning, and contains nothing beyond the comprehension of a child of ordinary intelligence. Other Primaries, we respectfully submit, are primary only in the *amount* of matter they contain, and not in the *quality* of matter. Their facts are as heterogeneous, their technical terms as incomprehensible, their definitions as difficult, their maps as much encumbered, as are







**Important Cities.**—CALCUTTA, the capital of British India, situated on the east bank of the Hooghly, is the seat of an immense trade.

BOMBAY, the holy city of the Hindoos, lies on the north bank of the Guzerat, nearly 500 miles north-west of Calcutta.

BOMBAI, on an island of the same name on the western coast, carries on a trade second only to that of Calcutta. MADRAS is the chief commercial city on the eastern coast.

## BELOOCHISTAN.

Area in square miles, 150,000. Population, 5,000,000.

**Geographical Position.**—Beloochistan lies south of Afghanistan, between Hindustan and Persia.

**Surface.**—Its surface is rugged, elevated, and deficient in water, which is absorbed by its deserts.

**Soil, Climate, and Productions.**—The soil is generally barren; the climate among the mountains is cool, but in the plains and deserts it is hot. Vegetable productions are not abundant. In the north-west, rice and cotton are extensively raised. The *asafetida* plant abounds in some districts. The inhabitants eat it stewed in rancid butter.

**Inhabitants.—Industrial Pursuits.**—The inhabitants consist of Belooches and Hindoos, divided into many minor tribes. They dwell principally in rude tents. Agriculture is but little attended to. Commerce is carried on by means of caravans.

KOLAT, the capital, stands on an elevated plateau in the north-eastern part of the country. It is the center of a considerable caravan trade.

## LESSON CIII.

### ARABIA.

Area in square miles, 852,000. Population, 10,000,000.

**Geographical Position.**—Arabia lies south of Turkey in Asia, and extends from the Persian Gulf to the Red Sea.



LEBANON is a mountain chain of Syria, in Asia Minor, and about twenty miles distant from it on the southern part of Western Turkey. It was formerly covered with forests of cedars, which have since been cut down, and the country is now a barren waste. The mountains are now covered with a growth of brush and low trees, and the country is now a barren waste.

**Surface.**—The coasts are generally low, but the interior of the country forms a series of high plateaus, mostly desert. Arabia has no rivers properly so called. Springs partly supply their place.

**Soil, Climate, and Productions.**—In such valleys as are well watered, the soil is fertile. The climate is hot, and the driest in the world. Among the various crops holds the first place: almonds, filberts, dates, figs, figs, and various gums and drugs are produced in abundance. The horse and camel of Arabia are highly esteemed.

**Inhabitants.—Industrial Pursuits.**—There are two classes of Arabs, the dwellers in the towns and the nomads of the desert. The latter are called Bedouins; they live in tents and lead a wandering life. There are several tribes in Arabia, each independent of the others, and governed by its own chief or *sheik*. The chief object of industry is the raising of camels, horses, goats, sheep, etc.

**Important Cities.**—MECCA, the capital, is situated in the western part of Arabia, about fifty miles from the Red Sea. It is celebrated as the birth-place of Mohammed, and is supported by the pilgrims who annually resort to the city from every part of the Mohammedan world.

MECCA, the largest city in Arabia, is situated on the south-eastern coast, and is one of the hottest places in the world. It contains a mixed population of Arabs, Persians, Hindoos, and Jews, and is the great commercial emporium of Eastern Arabia.

## TURKEY IN ASIA.

Area in square miles, 475,000. Population, 11,000,000.

[Turkey in Europe and Turkey in Asia form the Turkish or Ottoman Empire. Turkey in Asia is subdivided into many smaller countries; the chief of these are Asia Minor, which occupies the peninsula between the Black and the Mediterranean Sea, and Syria, situated on the north-east of Asia Minor, extending from the shores of the Mediterranean to the banks of the Euphrates. Phoenicia, or the Holy Land, forms the south-western portion of Syria.]

**Geographical Position.**—Turkey in Asia is an extensive territory, lying between the Black Sea and Arabia.

**Surface.**—Much of the surface consists of elevated table-land, diversified with mountain-chains.

**Soil, Climate, and Productions.**—The soil is generally fertile. The climate is cold and humid in the mountainous regions, but warm and delightful in the plains and valleys. Grain, cotton, coffee, tobacco, and a variety of delicious fruits are abundantly produced.

The date-palm furnishes an important article of food.

**Inhabitants.—Industrial Pursuits.**—The population is of a mixed character, embracing Turks, Greeks, Syrians, Jews, Arabs, Armenians, etc. Agriculture receives but little attention. Carpets, slawls, and leather, are the chief articles manufactured. Commerce is not extensive; the articles just mentioned, raw silk, drugs, raisins and other dried fruits, cotton, goats' hair, and dyewoods, are exported.

**Important Cities.**—SYRIA, which stands at the head of the Gulf of Smyrna, is the chief commercial emporium of Western Asia.

DAMASCUS, situated in a fertile plain, is an important city of Syria.

JEKUSALEM, a city of Palestine, lies between the Mediterranean and the Dead Sea. It is interesting chiefly as the seat of the most important events of Jewish history. The city is built on several hills, and is surrounded with stone walls about ten feet thick, and surmounted with battlements. The city is built on several hills, and is surrounded with stone walls about ten feet thick, and surmounted with battlements. The city is built on several hills, and is surrounded with stone walls about ten feet thick, and surmounted with battlements.

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CEDARS OF LEBANON.

Lebanon is a mountain-chain of Syria, running parallel to the Mediterranean and about twenty-five miles distant from it, in the southern part of Asiatic Turkey. It was formerly covered with forests of magnificent cedars, much prized for building purposes. King Solomon employed no less than 80,000 workmen in hewing timber in these forests. Such extensive use has been made of the cedars of Lebanon, that now only a few scattered groves remain.

the facts, the technical terms, the definitions, the maps of the higher Parts by which they are to be succeeded. They are a little smaller, but this is the only feature that constitutes them Primaries.

Having failed in their Primaries to glean out what should naturally have precedence in studying the science, and taken things hard and easy just as they happen to come, it follows that the next higher Parts of the other systems can be nothing more than reproductions of their Primaries, a little more extended. Mathematical, Political, and Descriptive Geography having been all introduced in the first few pages, there is nothing to hold in reserve for their Intermediate Books, except a still more overwhelming array of facts. And so in the advance from the Second Book to the Third. There is nothing new to be unfolded, but the same medley of facts, *with a little more added*. The maps, of course, show a proportionate increase of names. It seems to be a matter of emulation with the respective authors, to see who can crowd the greatest number into a given space. Hundreds of names not mentioned in the text, which can only embarrass and discourage the pupil in searching for what is really needed, are scattered with a prodigality which almost baffles the engraver in his endeavors to find room for them. To sum up the whole matter, we claim that the three Parts of other Series are simply different editions of the same thing, different in their form and size, but substantially the same—the same in their want of arrangement, the same in their formidable array of facts, the same in their unintelligible style and language.

Not so with the Cornell Series. Not a line of the three books composing it was written without an ever-present sense of the age and understanding of those for whom it was designed. Having, as already described, embodied the rudimental branches of the subject in the Primary, the author proceeds to build on the foundation there laid. There is no necessity of



repeating the Primary, for the subject is not exhausted. The pupil can appreciate what is meant by government, and distinguish the different kinds; to these, therefore, his attention is next directed. The leading principles of Mathematical Geography are also unfolded. The maps no longer being new to him, he is prepared to learn about circles and zones, latitude and longitude. He can receive a little more detail with advantage; and new cities, rivers, &c., are introduced. Nothing already fixed in the mind, is displaced. There is no confusion, for one uniform order is followed. As in the Primary, the maps contain only the places mentioned in the text. "Memory's Aid" is perpetuated in what are now called "Map Studies," which here again from time to time furnish guides for the student and tests for the teacher's use.

When the descriptive matter is reached, heterogeneous details are not blended together, but are systematically analyzed, and presented under different heads. This system pursued with each country in turn enables one thing to be learned at a time, and affords conveniences for comparing two different parts of the world in any particular respect; its importance will be obvious to those who bear in mind that the ease with which we remember is proportioned to the distinctness of the impression made on the mind.

The Grammar-School Geography has been prepared for such classes as need a comprehensive course, embodying the less prominent as well as the more important localities on the earth's surface, and exercising the student in every profitable variety of map studies. It may with advantage be placed in the hands of those that have completed the Intermediate, or, where the saving of time is an object, it may be used instead of the latter work as the Second Part of the Series. The chief difference between the two works is that the Grammar-School, though no more elevated in style, is fuller in detail. It presents a number of new and most valuable lessons on the



Physical Geography of our own country, and a practical plan by which the pupil can easily memorize the comparative size of all the countries on the earth. It presents, opposite each sectional map of the United States, a table of the principal railroads, with their termini and length in miles, and similar lists of the navigable rivers. These tables are not to be committed to memory, but are introduced for convenience of reference, and to give the youthful pupil an idea of the great commercial and travelling facilities of our country. They are made available by questions, which direct the pupil's attention to the most frequented routes of travel by land and water. Throughout the volume, the distinctive features of the author's plan, as exhibited in the Intermediate, are faithfully carried out.

Finally, in our High-School Geography, we put the key stone in our geographical arch. Here again we are not reduced to the necessity of an encumbered repetition, but have full space for the more abstruse parts of the subject. The author extends the vocabulary of places, and presents an advanced course of Mathematical Geography, combined with instructions for the use of globes and the solution of problems connected therewith. Room is also found for comprehensive chapters on Physical Geography and Meteorology. The maps are still in this Highest Part made to accord strictly and exclusively with the text. We furnish in the same Atlas, however, for purposes of reference, another complete set of maps on a large scale, in this way consulting the wants of the family without sacrificing the interests of the learner.

We have thus described the Parts that make up the Cornell Series. Let us recapitulate the points on which, among others, they rest their claims to superiority:—

1. They teach one thing at a time.
2. They teach that first which is simplest.
3. They teach only as much as can be digested.

4. They teach with a direct view to the age and grade for which their instructions are designed.

5. They teach inductively, from the rudimental to the abstruse.

6. They teach consistently; the same plan being followed in all the Parts.

7. They teach analytically; the matter being arranged under appropriate heads.

8. They teach economically, as regards the instructor's time and labor.

9. They teach intelligently, enabling the pupil always to measure his own progress, and to keep in view the end proposed.

10. They teach interestingly, awakening curiosity as the pupil advances, and rendering the subject attractive with appropriate illustrations.

11. They teach completely, embracing all parts of the subject, and leaving nothing to be orally added.

12. They teach the maps as thoroughly as the text.

Other important peculiarities are not wanting, some of which are entirely original with the author, and appear in other works only where, from a sense of their importance, they have been plagiarized.

In the first place, explicit directions are given for describing the natural divisions of the earth. Secondly, the subject is stripped of irrelevant matters that belong to other sciences. In the third place, the engravings are not only numerous and executed in the highest style of the art, but they are also appropriate and *authentic*. Fourthly, the pronunciation of every place likely to be mistaken is given according to the latest and best authorities. Fifthly, the maps are accurately drawn, clearly lettered, carefully printed, and tastefully colored—beyond question the most beautiful specimens in this line of art ever offered to the American public. The exclusion of all places not mentioned in the book is believed to be one of their

greatest advantages. It is no longer necessary for the pupil to spend hours over a lesson, wearying his brain, straining his eyes, overtasking his memory, confusing his perceptions, wasting his time, exhausting his patience, losing his courage, groping in a maze as complicated as human ingenuity can make it. The smallest child can find every place for himself, and with such readiness and certainty that he feels a satisfaction in doing it.

Such are the prominent features of the Cornell Series; it remains for intelligent teachers to decide to what degree of consideration they are entitled. The strongest indorsements have been received from those who have tested this system with their classes. The Teachers' State Convention of California have pronounced it "far superior to any other now in use." A former State Superintendent of Wisconsin declares it "incomparably in advance of all others that have been prepared," adding his belief that from either our "Intermediate, Grammar-School, or Higher Geography alone, a far better idea of the earth and the localities on its surface will be obtained than by going through the whole series of any other author." The Board of Education recently appointed by the Legislature of Maryland, for the purpose of selecting Text-Books for the common schools of that State and insuring uniformity in their use, after a long, searching, and impartial examination and comparison of all the School Geographies now before the public, have unanimously declared their decided preference for Cornell's. To hundreds of such commendations we care not to ask the attention of gentlemen charged with the selection of school-books, feeling that they can appreciate the points which have thus approved themselves to others, and that these points are too clearly defined to escape their notice. To induce a teacher to try these Geographies, we have had, as a general thing, only to get him to examine them; and, when once tried, they have not only held their place, but gradually made their way into neighboring institutions. So, where an experiment has been made with one

Part of the Series, the others have been sure to follow in its train. We mention these facts simply to show that whatever theoretical merits the Cornell system may possess are fairly carried out, and that the practical working of our Geographies in the school-room is satisfactory to those who have introduced them.

We would respectfully solicit of those having charge of the selection of Text-Books, a careful examination of these works.

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NEW YORK, 1868.

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## TESTIMONIALS.

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# ILLINOIS TEACHER.

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## EDUCATIONAL PROTESTS.\*

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THE more experience one has in life, and the more positions he fills, the more capable is he of speaking intelligently on any subject. When one is called to the performance of a new duty in a different line from those which have heretofore filled up his time and demanded his attention, it is as if a new sense were being gradually developed. Things and questions familiar to him before present themselves under an entirely different aspect. They are the same, yet not the same. It is not, however, necessary that the previous impressions, the old partial truths, should be forgotten. Truth is many-sided; and only he who has viewed it from all sides can say truly that he thoroughly knows it. But the more sides we see, the more nearly do we arrive at a comprehension of the actual Truth. To what purpose are our memory, our judgment, but to combine the several impressions, and so to arrive at a something worth more than all we had before?

To apply these general remarks, which I think must be received as axioms, to the special subject of interest to us, I assert, then, as a corollary, that a human being, in assuming the office of a teacher, does not in so doing cease to be a human being: that he is fully as capable as before of judging of other things than those which are compassed in the narrow circle of his school-room,—that, indeed, he is more capable. He has retained all his previous impressions, brought from the other positions in which he has before found himself, and added thereto others from another and a new stand-point. Because he can take a teacher's view of matters, he is not thereby precluded from taking a pupil's view, nor has he lost the vantage-ground of the citizen pure and simple. He only sees more than he did before the truth of all questions presented to his mind. As one stands first on one side and then on the other and now directly opposite a picture to view it, and so obtains a better impression of it than he who is rooted to one spot, so we, as teachers, can look first from that post of observation, and then, stepping into our position as citizens, can view the object under consideration from there, and it will not be so very long a step for many of us to step back into our position as pupils and view it from there. Looking, then, from all these different stand-points, I have seen many things, and from no one side do I find them perfect. Fault-finding is odious, but Protesting is praise-worthy. Let me, then, not be understood to find

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\*Read before the Missouri State Teachers' Association, April 9th, 1868, by Miss ANNA C. BRACKETT, Principal of St. Louis Normal School.

fault, but simply to protest against certain almost universally accepted propositions; and perhaps the best name I can give to this seemingly fragmentary essay will be the one which I have chosen of

#### PROFESSIONAL PROTESTS.

*Imprimis*, then, I protest to the public, as a teacher, against the currently-reported doctrine that teachers can do nothing but teach. You demand for your teachers men and women of energy, of executive ability, of mental and physical power and force of being, and then you persistently and inconsistently imply that they are not capable of other good service; or, if they, in spite of all this discouragement, really do accomplish something in other lines, you express so much surprise that you do by no means conceal from us the mean opinion you have before held of our capacity and power. In the watch manufactory at Waltham, Massachusetts, a good indicator of the times in which we live, a leather belt, moving by steam machinery, runs from end to end of the long room, over the heads of the operators, each of whom is busily occupied with tending her own machine. These machines are as various as the many parts of a watch, but they are all moved by their connection with the same belt, and all that is necessary to set them to sawing, or filing, or punching, or twisting, is to make that connection; and whether one of the machines or fifty are at work, it seems to make no difference to the broad belt which travels perpetually overhead. Indeed, I suppose that if all the machines were disconnected, the belt would still go on, and simply wear itself out with its own friction, increased by its added rapidity of motion. In like manner, it is a matter of perfect indifference to the mountain-torrent whether it grind corn, or saw logs, or stamp coins, or weave carpets, or embroider lace. The same life and energy which does one will do the others as well. To return to our subject, of which these are only illustrations,—given, the qualifications requisite for a really good teacher, and you have given the qualifications which will do well any work that you may choose to assign.

*Secondly*, still speaking as a teacher, though not alone to the general public now, but as well to other teachers as such, I protest against being judged as to object and design by one recitation. A recitation is not exactly like the arc of a curve, which being given, the whole curve may be accurately determined; nor is it like one bone of a long-extinct fish, which being produced, the whole animal may be evolved by the doctrine of the 'eternal fitness of things'. But even granting that it were so, the critics are not generally as well qualified for the work as would Benjamin Peirce be with regard to curves, or Louis Agassiz in respect to defunct animals. The work of one whole year (in Geography, for instance) should be a perfect thing, and any one who should examine our year's work and find it not so could justly condemn; but a half-hour's recitation in one day may have, and should have, some one special end in view, and may — nay, probably will — appear to an outsider one-sided. But I protest, in the name of all teachers, against being judged as to methods by one recitation. I went by a blacksmith's shop the other day, and a man within was blowing the bellows. Am I justified in concluding that he is no blacksmith, or shall I define a blacksmith as a man who blows the bellows? Now there are some recitations, as all we teachers who do our year's work as a whole well know, that are intentionally nothing but blowing the bellows; and because our passing visitor does not happen to come in when our fire is glowing and the sparks flying red from the ringing anvil, shall he rightly say we are no workmen?

There is a very easy way to escape such criticism. My friend the blacksmith would have chosen it, if he had thought it worth his while, if, when he perceived an intelligent stranger pausing beside his door, mindful of appearances, he had let go of the bellows, had seized from its resting-place a horse-shoe which had been carefully finished some two or three weeks before, and had begun to hammer away diligently on that. There would have been more appearance of business, I grant you; but whether the number of horse-shoes in existence would have been thereby increased, or whether the industrious blacksmith's assets at the close of the year would have been any greater, or whether his self-respect would have remained at its previous high-water mark, is a matter of some question.

*Thirdly*, and still in the name of the teacher, I protest against the doctrine that the Imagination is not a proper field for our culture,—that we are to repress imagination, and present only facts, observable by the senses and by the reason. It seems to me some times as if imagination in pupils were the one faculty with which all things can be done, and without which all labor is in vain. What is Memory without Imagination? She is carbon in the form of charcoal, dark, and “imperceable with power of any star,” as Edmund Spenser would have said,—lifeless, inert, worth so little that it is sold by the wagon-load, easily crumbled, easily reduced to ashes.

But give Memory Imagination as a handmaid, and, to follow out our simile, the dead atoms of the charcoal dance with life; they arrange themselves side by side in beautiful order. They fall into rank. They form lines and columns, and the lines go together and make angles, and the angles combine into surfaces, and the surfaces unite into solids, and we have our charcoal hard and firm, a clearly-defined form, resisting all outward impression, demanding the fiercest flame to fuse it, worth more than its weight in gold, transparent, and not only so, but doubling the light that falls upon it and so illumining all other objects,—and then we call it a diamond.

Let me state a fact to one pupil, and he immediately pictures it so vividly with his power of imagination that it is, as it were, burned into his mind for ever. His seat-mate hears the same words, but, for the want of a lively imagination, he only *hears*,—he does not *see*, and consequently he does not hold; and though I tell him the same thing fifty times, it slides off just fifty times like drops of water from a cabbage-leaf, leaving it as dry as before.

Give me imagination in a pupil, and I can arrange the parts of speech in his Grammar in such living families, holding such life-like relations to each other and bound by such ties, that even a thorough study of the classifications of the most unreasoning living grammarian shall not drive them and their characteristics from his head. I can spread out before his mental vision the continents and the world and the universe, till it shall seem to him as if he had seen it all, and till he could no more forget the facts I had told him than Balboa the foam on the waves of the Pacific Ocean, or Columbus the coral-reefs of San Salvador. I can flash fire through the long lines of figures in his Arithmetic examples, till he would be about as likely to put a figure in the wrong place as the sun is to-morrow to cast our noon-day shadow southward. I can make the words in his spelling-lesson so individual that he would no more spell ‘separate’ with an ‘e’ before the ‘r’ in stead of an ‘a’ than he would fail to notice if one of the boys in school made his appearance with a black eye, or with his coat on wrong side out. I can make him *read* as he *talks*, like a

sensible human being, in stead of like a Colt's revolver, each individual word coming out with a separate explosion.

But without imagination I can do nothing. All his Grammar and Geography and Arithmetic will be only a collection of rules and lists which must be painfully drawn by an old-fashioned well-sweep from the well of memory. He will never learn to spell our lawless English language, though I exhaust my invention and patience on him, and I can never make of him a good reader,—for who can read well who does not understand and feel what he reads, and how shall one feel what he has never seen, except through imagination?

What I have said of the value of imagination in these primary studies may be indefinitely enlarged, till the practical world shall crave pardon of this Queen of Mental Powers for all its ill-natured cavils; for, as a modern writer justly remarks, "Newton and Aristotle were only men of great imagination, scientifically directed to the discovery of new Truth, not to the creation of new Beauty."

May I not, then, have full scope in awaking and strengthening this life-giving power in my pupils by every means in my power, and may I not protest once again against any neglect of this indispensable faculty, and against those who deery its cultivation and would cramp and weaken it, when they continually tell us that we are to deal with facts and not with fancies?

*Fourthly*, taking now the stand-point of the citizen, I protest against that system of teaching which always insists upon the child's arriving at conclusions by a prescribed course of reasoning, and which never allows his quickness of perception to have exercise. Is it not in this way that the child who at six years enters our schools with his mind teeming with questions, his brain active and full of life, needs only a few months to be transformed into one who must be driven to gain knowledge by rewards or punishments? Quickness of perception, as well as correct methods of reasoning, is to be desired. This in all things; but I would especially show its need to make good readers. No one can read *well* (unless a piece he has thoroughly studied and learned, and then the reading becomes in a sense mechanical) who has not the power of quickly grasping ideas. It is not enough to comprehend the ideas of the sentence he is reading at the moment, but he must at the same time see what is coming, or he can not give the proper tone and emphasis. I protest, then, against that system of teaching which *invariably* forces the pupil to express every step he takes in a process of reasoning. It is when the electric fluid leaps across a *non-conductor* that it shows itself. It will arrive at its journey's end quite as quickly and as surely if you let it run on a continuous wire, and the message at the end will be as intelligible and as reliable. Reasoning will develop itself in time, but it is not to be forced. Quickness of perception, not gained or exercised in childhood can never be gained at all.

*Fifthly*, from the stand-point of the pupil, I protest against the loss of time in class-recitations occasioned by the want of previous preparation on the part of the teacher. Why should not my teacher know where our lesson begins and ends as well as I, and not always have to ask? Why, if we are to recite from a map, should he not have the map in place before the recitation begins, and not have to send two of the boys to hang it up while we all sit still waiting and doing nothing? If I do n't come punctually to school, he finds fault with me. If I forget my slate when I go to my recitation in Arithmetic, he reproves me. Why should n't he have arranged the seats the other day be-



fore school commenced, so that he could have told us exactly where to go, and the whole change of seats might have been made in a few minutes, in stead of taking half an hour, as it did? If I do n't learn my lesson, he gives me a check. Why did he, when I asked him a question about some character mentioned in our reading-lesson, know nothing about it, and spend five minutes in looking for it in school-time, so that we did n't have time to read more than half 'round? Why does he not listen when I recite, so as to know whether I am right or not *then*, and then he would not have to ask me to say it all over again because he did not hear me? I protest against his making me lose my time, even if he chooses to lose his own.

The truth of things can be known only in their relations. As one of the general public, I protest, therefore, *sixthly*, against trying to teach the truth of a thing considered apart from its relations and connections. It can not be done; and teachers who try the experiment are perpetually astonished and disappointed that their pupils forget so fast. They are sure they made the subject clear. They are sure the pupil understood the language. How can he ever forget it, when it is so easy to remember? It is easy for them to remember, because they seize the fact in its relations to others. It is impossible for him to remember it, because they gave it to him disconnected. By the way many teach, one would suppose that there were no such helps to memory as the laws of association, for they utterly ignore them. They place one fact here, another there, another yonder, but they never call attention to the links between them; and if one of these isolated facts slips on the treacherous steps of memory, there is nothing to prevent its being entirely lost.

The Swiss guides know better than this; for what do they always do when they are going to cross the glaciers but to tie the travelers firmly together? Thus the safety of all is secured; for if one slips down a crevasse, the others hold him, and by the means of the rope they pull him out again. Shall not the teacher learn a lesson from the mountaineers, who have gained their wisdom by bitter experience? Tie your facts in Geography together by the rope of effect and cause, of determiner and determined, of time and place. Link your Geography with your History, and vice versa. In Arithmetic, call attention to resemblances and differences. In Grammar, do n't let the pupil learn to look on the *parts* of a sentence as *wholes*. Let him see more how one depends on another, derives its meaning from another, must respect the character of another. The lesson learned here may not be without its use in other ways when he comes to study the rights of a citizen and the questions of Law and Justice. Show him how only the perfect and rounded sentence is a *whole* and sufficient to itself. Point out characteristics. Lead him to see how when you ask of the independent little personal pronoun, of its gender, its number, its person, it stands up and answers bravely for itself, while if you put the same questions to the relative it replies, "I am sure I do n't know, I guess you 'll have to ask my antecedent."

So link by resemblances and differences. Seek in every way to strengthen these powers of association, and you will find that in so doing you will arrive at results which will be of positive value. You will see how then there will be no fact but will come in royal state, with a long train of attendants and dependents. Do you tell a pupil so taught and so trained the general contour of a continent, its latitude and general surface? He will tell *you* its winds and rains, its plants and animals, the occupations of its people, and their charac-

ter. You will save time and labor by forging chains for him; then if you put one end into his hand, he can draw up every other link himself.

*Seventhly*, I protest against the idea that the correct pronunciation of the successive words in a reading-lesson constitutes reading. And what I have to say here might have been well said when I was speaking of the necessity of showing the relations of things, for it is in expressing the relations of words and sentences to each other and the relation of the expression to the mind of the author that the distinction consists between pronunciation and reading. As to the mechanical drill necessary for producing good readers, volumes might be written; and the results attained in clearness and force in those schools where regular and systematic drill is practiced, in breathing, in accent, inflection, emphasis, in exercising all the vocal organs till the pupil acquires perfect control over them, show how valuable such vocal gymnastics are. Would that we had more of them! But, after all, a machine might be made to utter sounds one after the other, and to do it perfectly. A machine could *pronounce*; but no machine could ever *read*.

Reading implies the expression of the meaning and feeling of the author; and any one who has heard a remark repeated, and listened in amazement to hear an entirely different meaning conveyed by precisely the same words, has realized that the meaning lies more in inflection and emphasis, which can not be seen, than in the words, which are seen, but which are only the vehicle of the meaning, and which will, like an omnibus, accommodately carry almost any meaning that one chooses to put into them. It is said of Whitefield, the celebrated preacher, that he could make an audience laugh or cry by pronouncing the word 'Mesopotamia' in different ways.

All these subtle forces of inflection will take care of themselves, as they do in the conversation of children, if they are made to understand what they read and to feel it. Then the lesson will read *itself* out in easy and natural and pleasing results, and will be justly set down on the daily programme as a reading-lesson, in stead of unjustly being so called when it is in reality too often only an exercise in pronunciation.

*Eighthly*, and lastly, as a member of the general public, and so interested in the best success of our common schools, the foundation-stone of our government; as a pupil who recognizes the necessity of obedience, but who, as an American pupil, desires to obey just *laws* and not arbitrary *wills*; and as a teacher in a triple relation to pupils, to parents, and to other teachers, I protest against *personalities*, under whatever form they present themselves,—and their name is Legion.

The world may be roughly divided into two classes: those who are capable of looking at a subject or a question as such, and judging it by its own merits without bringing in any personal feeling, and those who are not so capable.

Should not the laws of a school be founded on something deeper and more general than the teacher's individual will? If the pupil learns his lessons thoroughly and does his work in all respects well, he should be praised, if praised at all, for that reason, not because he, as a person, has made pleasant and agreeable the day of the teacher, as another person. He should not be appealed to, as a person, to act reasonably in order to please the teacher, personally; and if he is punished,—and here lies the solution of the question of corporal punishment,—he should feel, and he will feel so if the teacher feels so, that it is the offended *law* that is punishing him, and not the offended *per-*

son. As long as it is a contest of individual wills, so long there will be hard feeling and disturbances. But when it is no longer a *person* that punishes, but the broken law, his instinct and his reason unite to make him submit.

Again, the teacher should not grant favors to a pupil because he is that particular *person*, but because he is one of the whole; and then the teacher becomes only an impersonation of equal justice.

The question of personality here explains what is and what is not *partiality*, and reduces that subject to so simple a form that no one can fail to comprehend it. What is it that rouses the just indignation of pupils against a teacher who is called 'partial', till it becomes almost, if not quite, impossible for him to control his school? Simply the fact that the scholars feel and know, though they would not express it in such words, that the teacher is incapable of abstracting the idea of the act of a pupil from his idea of that pupil himself.

This point of personalities also fits the question of the frequent requests sent by parents to teachers touching certain indulgences for their own children. Decisions must rest on abstract right and reason and justice, and not on personal will or preference; and while as a teacher I protest against being appealed to to permit this or that to be done for such or such a pupil on account of certain peculiar circumstances of that pupil, as a citizen I protest against a teacher's ever yielding to such a demand. While as a teacher I protest against the pupil's refusing to do any given thing because he do n't like *me* and it is *I* that ask him to do it, as a pupil I protest against my teacher's directing me to do any thing simply because he, as a person, chooses.

Observe here, however, carefully, that I do not demand that the teacher shall always *state* the reason to the child, but only that the *unstated* reason shall be valid, and based on something other than his personal will.

Now, as a teacher to teachers, I protest finally against personalities in our professional intercourse with each other. Our object is one and the same—the advancement and improvement of the common schools; and our interest in them is, as a general thing, our only bond. Whatever personal friendship or personal dislike we may have, that is on another plane and should not interfere with our professional intercourse. We know each other, we meet each other as teachers. All information, of whatever kind, desired in a professional way, we should always be glad to give, and to give freely. We are helping the cause in so doing; and whether we help the person or not does not concern us.

This matter of personalities seems to me, as I speak, to branch in all directions, and I begin to doubt whether, if fully expanded, it would not cover our whole duty as teachers; for it strikes here at the root of all mean and petty jealousy. Are we so narrow-sighted that we see only our own interests? Are we working for those alone, or for the great cause of free and thorough education? If for the latter, what helps one helps all, and the success of one is a matter of rejoicing to all; and in whatever way we can help each other professionally, we shall do it. If for the former, we shall show it in the opposite way.

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WERE man a purely intellectual being, intellectual culture would comprehend all that could be included in a perfect education. And were it possible for a moral being to exist without either body or intellect, there would be nothing but the heart or affections to educate.

GRADUATED *VERSUS* EDUCATED.

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BY EMILY L. WHITING.

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IN these latter days of wisdom, when new books appear thicker than snow-flakes in a New-England storm, and new authors, more numerous than stars in an Autumn evening, arise in the literary firmament, it has been playfully affirmed that the only distinction consists in being *undistinguished*. If this remark is true in any case, it is so in that of scholarship. So common a process has 'graduating' become, that a youth who has never seen the inside of a college would be more of an anomaly than he who complacently hangs upon the wall his framed record of accomplishments which, very *possibly*, he might never have been suspected of possessing, were they not embodied in visible form and displayed to the gaze of an admiring world.

The term 'graduated' *may* comprehend much, or it may be 'only great in that strange spell—a name.' It may represent months and years of earnest labor; inwoven with pure purposes and noble aims; freighted with high hopes and an ever-present faith in the opening future. It may mean—not that the student just graduated is merely the possessor of certain historical, mathematical and scientific facts, but that he is educated: not educated in that full sense of the term which a lifetime is insufficient to accomplish, and which can never be perfected on earth, but in the sense that the elements of knowledge are fully mastered; that habits of vigorous, independent thought have been cultivated; and, better than all, that he has attained that moral strength which will enable him to take the highest and purest motives and carry them out to their highest possible results.

There is no real antagonism between the terms educated and graduated. The difference is like the supposed hostility between France and England, or between England and slavery. No one should be numbered among the honored list of college-graduates unless he is really educated; and rarely can outside knowledge in self-educated men supply the place of thorough college discipline. The amount of knowledge possessed is some times of less importance than the manner in which it is obtained. Knowledge, to be useful, must be available. Why any amount of mere facts and dates—good in themselves, but good for nothing to the possessor—should be esteemed so valuable is as difficult to understand as it was to the lady that the price of candles should be so high during the late war. "Candles," said she, "bless me, do they fight by candle-light?"

Education, in its true sense, is not confined to those whose names appear in the list of alumni in college catalogues. The names of

Washington and Lincoln will yet resound 'down the corridors of time' when those of Phillips and Everett are lost in the dim distance.

"Whene'er a noble deed is wrought,  
Whene'er is spoke a noble thought,"

do we discern the results of *true* culture, whether this culture be received in classic halls or in the great school of human experience.

Like all other great gifts, or acquirements, education implies responsibility. What is it but the opening to its possessor of another world — a world of life and thought and feeling, a world abounding in beauty and blessedness, and also in toil and suffering and temptation and danger? It is not a world to enter with careless and self-confident footsteps, content with the negative virtue of avoiding evil. Just thoughts, right feelings, are not all that is required of us. There is 'something to do' in this life of ours, and the knowledge of this fact is not confined alone to Anna Dickinson.

We live in eventful times. The universal mind is marching on with majestic strides, moving through time as the gods of Homer through space, and each day reveals more clearly the great mystery of Progression. Truths and principles dimly apprehended in the past rise clearly upon the present. Every step toward the 'outer Infinite' shows the magnitude of the lifework before us. To the student of the present day every advantage is open. To him much is given, and of him much will be required.

"Get leave to work in this world: 't is the best you get at all. Get work. Be sure 't is better than what you work to get." Work and wait.

"Where the world needs workers, *be there*;  
Where there 's wrong, there make it right;  
Where there 's *need*, there is thy mission;  
Toil through darkness on to light.

"Give, as gives the one Great Giver,  
Of the best thy soul hath found.  
Hast thou done a noble action?  
There is consecrated ground."

Work and wait; and of all the many lessons life gives us, the lesson 'Wait' is the hardest to learn. Not stand waiting, aimlessly *drifting* through life, but with physical, mental and moral powers carefully educated, ever praying for

"More of reason, more of right,  
More of truth, and more of might,  
More of love, and more of life,"

would we send our graduate to his work in life; with a brave heart and true, fortified by fixed principles and ever guarded by that charity which thinketh no evil, and which trusts in man and trusts in God.



Measure not the magnitude of our work in graduating until

“day is out and the labor done. Then bring your gauges.  
If our work is scant, why, call it scant. Affect no compromise;  
But in that we have nobly striven, deal with us nobly,  
And honor us with truth, if not with praise.”

*Lombard University, April, 1868.*

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### THE REWARD OF FAITHFULNESS.

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It is said that when Jupiter offered a reward to the person who had benefited mankind the most, there were a great many competitors for the prize. Men of all nations and of all occupations were there and striving their best to win.

The artist was there; and when Jupiter called him to set forth his claims, he said, “I have represented the rainbow in the most brilliant colors, and depicted nature so truly that she almost seemed to speak. I have cheered many families, by giving them so correct pictures of dear ones who have passed away that it was almost like having them back again. Mountains, valleys, hills and woodlands have I created on canvas, as well as various other objects, and I think I have the greatest claim.” He ceased speaking and moved away.

Next, the orator was called; and he gave glowing accounts of his power to move the world with his voice, and to excite to great thoughts and deeds.

The warrior was there, and told his story of how he had conquered nations, and how armies had been brought to submission by his power, and how he had saved nations from dishonor and slavery, and concluded by saying that he thought his chance of winning was great.

The sculptor was there, and he told how he had made the stone and the marble to speak, and had given life, as it were, to clay. Out of rough and unpolished stone he had brought images of beauty, and he thought he should certainly wear the crown.

The philosopher was there; and when called to give his account, he told of the great discoveries he had made, and how they had benefited the human race.

After each had presented his claims and retired from the place, Jupiter looked over the throng to see if any others had claims to offer before he should decide who was the winner. Among the multitude he saw an aged man who had taken great interest in the stories of the rivals, but had said nothing himself.

“Have you no claims, old man,” said Jupiter, “no cause to present?”  
“Nothing,” he replied; “I was interested because all these were my

pupils." "Crown him! crown him! crown the faithful teacher," said Jupiter. "Place the laurel-wreath on the brow of him who has trained the young mind for the conflict of life. He who has patiently and perseveringly watched them through their youth and made them benefactors of mankind, *surely* he should wear the crown above and before all others!"

L. M.

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### PROGRESSION:

THE MOTTO OF THE WATSEKA HIGH SCHOOL.

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Thoughts suggested by the remarks of J. D. Leland and A. L. Whitehall, at the Iroquois County Teachers' Institute, C. H., 4th Month, 1868.

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ONWARD, while the changing seasons  
 Run their still unceasing rounds,  
 Moves the mighty tide of progress,  
 Scorning custom's narrow bounds.

Glancing backward through the ages  
 To the primal years of man,  
 Tracing mind through all its stages  
 Of expanse, since time began;

Judging from its past achievements  
 Over prejudice and space,  
 What must be our trust and hoping  
 For the future of our race?

Struggling through the bloody cycles  
 Of witchcraft and martyrdom,  
 Hath the ever-living spirit  
 Of the world's progression come:

In the days of stage-coach travel  
 Moving at a moderate speed;  
 Now, with magic wire and railway,  
 Answering to our larger need.

Still it struggles through the ghostly  
 Shades of crimes and errors slain,  
 Each succeeding year more zealous  
 To record a larger gain,

That it may, with each installment,  
 Some old clanking chain unbind,  
 For the farther disenthralment  
 Of the godlike human mind.

*Quaker Cottage, Del Rey, Ill.*

JANE E. WEEDEN.

COMPULSORY EDUCATION.

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THE legislation by which is imposed on parents and guardians the obligation of sending their children and wards to the public schools, or of providing the same education which would there be given, at home or in private schools, is not peculiar to despotism, but is common to absolute, constitutional, and democratic forms of government.

In the United States compulsory legislation, strictly so called, has never been adopted. The nearest approach to it has been in Massachusetts, where, by a law enacted in 1850, cities and towns were authorized to arrest and punish truants. In 1863 the law was amended and rendered more stringent. It was made the duty of officers of cities and towns to guard against truancy and vagrancy. All children, between the ages of 7 and 16, convicted of the violation of the law are punishable by a fine not to exceed twenty dollars, or they may be sent to a reform-school or house of correction.

The adversaries of compulsory education represent it as an arbitrary interference with parental authority.

In well-organized society the parental and filial relations are defined and regulated by law: the parent is clothed with certain powers and charged with certain duties.

The right of a parent to the guardianship of his children is founded on his desire and ability, natural or acquired, to supply their physical and mental wants. Society measures the solicitude and ability on which the right of guardianship rests by the extent of the parent's contributions to the healthful physical and mental development of his children. If they are insignificant, if natural affection and pecuniary ability, both or either, are wanting, then the right of guardianship fails likewise, and society properly takes the place of the parent and itself assumes the control of them. Society provides for the orphan and the destitute, and for those who are deserted or cruelly abused by unnatural parents. From the habitual drunkard and the insane it takes away both property and children.

On what principle are such public laws founded? Because it is written, "Thou shalt love thy neighbor as thyself"; and again, "As ye would that others should do unto you, do ye even so to them"; and the controlling moral sense of society, educated and exalted by conforming to these injunctions of a supreme intelligence, accepts them as beneficent rules of action, and requires obedience to them as a public duty. Hence the annual appropriations to provide for the idiotic, the blind, the insane, the deaf and dumb, the orphan asylums, the children's-aid society, the dispensaries, and all appropriations in aid of the public charities.

In ancient Greece and Rome the laws gave almost unlimited authority to the father over his children. He could destroy their lives in childhood, kill them at any age, and sell them into slavery. This absolute power was modified and softened by the family affections and by the manners and customs that among every people grow into a common law.

In China the father has the same power of life and death, and the national religion seems to be an exaggerated obedience to the command "Honor thy father and mother, that thy days may be long in the land."

In all Christian nations, however, at the present day, the laws have modified parental authority, and, among other things, prescribed that at a certain age—not the same every where—it shall be terminated.

It is as completely within the scope of education to require a parent to educate his children as to clothe and feed them. Compulsory laws in any country have not assumed to do more. School-teachers and school-officers report absentees and truants. If the absentees are in private schools, or are receiving at home the same instruction that would be given in the public schools, the law is satisfied. Society, whether republican or monarchical, is but an extension of the family, and the family is no more the normal relation and condition of man than society, or the aggregation of families. It has the right to enact laws for its regulation; and as it advances from the patriarchal state toward the highest degree of Christian civilization, its laws must be modified and adapted to its improved conditions.

To the inquiry why the monarchical governments of Europe have taken public education in charge, and why they insist upon making it general, the answer is, that they have had the sagacity to perceive that the new civilization, which an overruling Providence has decreed for mankind, is distinguished by the power and diffusion of knowledge; and they aim to shape and direct it to their own safety.

But it is believed that in this country education can be universal without being compulsory. In Holland every adult citizen can read and write. Attendance at school has never been enjoined by law, but supervision has been carried to an extent which would hardly be deemed legitimate in the State of New York. Even in a private school no body is permitted to teach without having first been examined and licensed by the public authorities. The same thing is true in the Canton of Geneva, in Switzerland.

In Iceland, where there is but one school and no public primary school at all, every body can read and write, instruction being given by the parents to their children at home in the long winter evenings. This has been the custom for a thousand years. In Norway, a cold and rugged country, with a sparse population, and where the schools in many parishes are kept open only one or two days in a week, and

even some times only half a day, the teacher traveling from one school to another, it is still rare to meet with an adult who can not read and write. In China, where there are no public primary schools, and where the only governmental incentive to study is the certainty of obtaining office as the reward of success at the competitive examinations, all the male population can read and write. In New England, where there have never been compulsory laws, except in Massachusetts, it is seldom that a native-born citizen is ignorant of the arts of reading, writing, and ciphering. Popular opinion is a law on this subject. It is a disgrace to be ignorant. The schools are open and free to all, and the child of the poorest parent has the same pains taken with his early instruction as the child of the rich citizen. They often read and study in the same books, and always sit on the same benches and recite in the same classes.

In our own state those who can not read, write and cipher are comparatively few, and of these a very small proportion are native citizens. The children of the illiterate aliens very generally attend either the public or church schools.

I doubt the expediency of laws compelling parents and guardians to send their children and wards of a proper school age to the public schools, or to provide education for them at home or at private schools, until the persuasive power of *good teachers, commodious and comfortable school-houses, and free schools*, shall have been tried, and tried in vain. In despotic and monarchical countries the rulers say to the people "Go", and fear or physical force compels obedience; but under a government established by the people and for the people, it is deemed wiser to use the word of invitation, "Come".

Report of Hon. V. M. RICE.

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## SCHOOL LIBRARIES.

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WE have not yet begun fully to appreciate the value of leisure, and the possibilities of a higher moral and intellectual culture which lie in the world's future, as the various appliances of civilization shall enable man to supply his bodily wants with less and less manual labor.

Reading may be made one of the pleasantest as well as most profitable modes of employing leisure. That it is not made profitable to a majority of those who actually read a great deal is evident from a glance at the stuff which loads all popular news-stands.

Let a person of a healthy moral constitution and a cultivated literary taste be forced to read through one of the cheap sensation stories



which are the staple article of all the most extensively-circulated weeklies, and it will be enough, almost, to make him curse the shades of Gutenberg. It is disheartening to reflect that so many are enervating themselves upon this trash, not only with no desire for any thing better, but with no idea of any thing better. Said a young man recently, when urged to avail himself of the privileges of a good library, "I ca' n't read books. If I read at all, it must be something interesting, like the Police Gazette, or something of that sort."

A mechanic has not been faithful to that apprentice whom he sends away instructed merely in the use of tools. He must teach him the nature, strength and kinds of materials upon which he is to work. So, an educator must not only teach his pupils how to read, but what to read. Nothing more nearly concerns his office than the duty of developing and cultivating a taste for profitable reading in his pupils, and wherever his influence extends. This he can not accomplish without the necessary means.

Colleges and universities have long understood this, and always make it a matter of first importance to procure as extensive and choice a library as possible. Our public schools ought to be as wise in their day, and place at the disposal of their teachers good libraries adapted to their wants.

The value of instruction from nature direct, by experiment and observation, is justly increasing in popular estimation; but it is still true that books are the great storehouse of human knowledge, and that, even in practical affairs, he who knows most of books and how to use them has greatly the advantage.

No teacher, therefore, of high purpose will permit his pupils to satisfy themselves with the mere mastery of their school-books. He will teach them how to use other books. A student who clearly understands that he can not become proficient in any science from school-books alone, and who has learned how to avail himself of the means by which the boundaries of his thought may be enlarged, has mastered a most valuable lesson; and the teacher does him most good who teaches him this lesson.

Pupils should have, in school, some practice in investigating subjects as men must do in the affairs of life, where they are obliged to seek information from various and often obscure sources, where they must draw conclusions from complicated and conflicting statements, and stake upon the correctness of these conclusions their fortunes, their lives, and even their eternal well-being. The capacity for affairs which such training, under the hands of a skillful, conscientious teacher, would give, is worth more than the parrot-like memorizing of a cord of school-books.

In this view, Dr. Gregory's *Hand-Book of History* seems to me to be a model text-book. It does not profess to be a history. It sets up

the land-marks and finger-posts, and says to the learner, "This is the way: walk ye in it." But it can not be profitably used without a reference-library. With a library of such standard histories as can be purchased for a hundred or a hundred and fifty dollars, it becomes the most fascinating study in school; and it is wonderful what an appetite for historical reading it begets.

A library, then, should be regarded as an indispensable article of furniture in every school in the land, whether in city, town, or country; and it should not only be provided with necessary reference-books for the use of teachers and classes, but should contain works of general and popular interest, such as the pupils will love to take home and read in the family-circle. The school may thus become something more than a place where a few lessons are learned and recited: it will become a fountain of healthful thought for a whole village or neighborhood.

With such means at hand, teachers can determine to some extent what kind of literature will be demanded by the next generation. They may in a measure reclaim the almost universal love of reading from its wretched perversion, and make it what it should be, a means both of pleasant recreation and of high intellectual and moral culture.

R.

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## M O D E R N    E G Y P T .

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MR. EDITOR: As 'Egypt' has always been famous for darkness, I wish to say to the readers of your journal that light has sprung up in Modern Egypt. It is disseminated from 'Southern Illinois College', located at Carbondale, Jackson Co., Ill., an institution of which *we* may well be proud. Pres. Clark Braden is at the head of the Faculty. He is the right man in the right place. When Pres. Braden took charge of this college, he did so under the most unfavorable circumstances. He commenced the first term with only five students, but closed it with forty-five; and before the close of the first year the number increased to over one hundred. During the past year he had the pleasure of enrolling over two hundred names, and now, during the Spring Term, he has over two hundred students' names enrolled—a living monument of his ability and energy. We have in the college a Normal Department, for the benefit of teachers and those who design to become teachers. In this department thorough, practical instruction is imparted, such as will render the teacher equal to the duties and labor of the school-room.

It is proposed to organize and perpetuate in this part of the state an association, to be known as the 'Southern Illinois Educational Association', to hold annual or semi-annual meetings, if practicable, in some convenient locality, so that all educators and friends of education can meet and show to the world that 'Egypt' is *not all* darkness. Due and timely notice will be given, so that *all* may come and help us. Dr. Bateman and Pres. Edwards have signified their intention of being with us at the organization. In my next I will give your readers a more lengthy history of our college, its prospects, etc.

NEMO.

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### YOU SHALL KNOW WHAT IS 'WHAT'.

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READER, do not be surprised at the bold assertion standing at the head of this article. 'We cherish no indignant feeling toward you, nor malice prepense. Nothing of the kind. We simply refer to the 'what', the 'that which' the 'thing which', the 'those things which', of the grammarians. That is all.

The little, innocent word 'what', from time immemorial, has not only puzzled and perplexed the thousand authors upon the subject of English Grammar, but it has been a terror to the rising generation wherever the English language is spoken. The word 'what' has generally been regarded as an outlaw; and both teacher and author have virtually said in parsing it, "Out of the way; we can do nothing with you." They give it a name, and then, as quick as one can say presto, change, it is transformed into an obedient subject that will conform to rules and usages of good government. It is no longer the stubborn 'what', but the pliant 'that which', or 'thing which'. See how these wise men rule this little word, guilty of no offense, out of the language. It is condemned without judge or jury, and is treated with no more respect than the outlaws of Sherwood Forest were treated. In parsing it is usually called a Compound Relative, equivalent to 'that which', or 'thing which'. After being thus ostracized, we hear no more of this troublesome 'what'. Its place has been supplied with loyal subjects. With what assurance of wisdom do we hear these grammarians parse 'that which' in place of 'what'! And we are honestly taught to believe that we parsing 'what' all the while.

Now, what is there in this word 'what' that is so hateful? What has it done that it should be treated so shabbily? Speak it, and it becomes the mouth as well as 'that' or 'which'. Write it, and it looks as fairly. Sound it, and it is as euphonious. It can boast as illustrious parentage as any word in our language. It claims descent from the Anglo-Saxon—the common parent of all the *thats* and *whiches*. The

letters composing the word are not in the same order as when it was a Saxon word: then the *h* was placed first—h-w-a-t.

Most of the grammarians call this word a Compound or Double Relative. On this classification we take issue with them. 'What' (we are not discussing the interrogative what) is not a compound word; nor is it a Relative. It is a simple word like man, pen, that, which. What is a compound word? Webster says that it is one "composed of elements, ingredients, or parts"; evidently meaning simple words, or else all the words in the language are compound. Worcester's definition is clearer: "Composed of two or more words." Now, the word 'what', according to these definitions, is not a compound. It did not take a *that* and a *which* to make a *what*. Sea-water is a compound word, because it is composed of two words, sea and water. In no such sense is the word 'what' a compound.

But the objector says it is compound because it is equivalent to two words—'that which'. Our reply is, almost every word in the language, according to this principle, is a compound. As examples, take the expressions wise man, virtuous woman, good boy, intelligent girl. These all can be changed without altering the meaning—man of wisdom; woman who is virtuous; boy who is good; girl of intelligence. Now let us dispose of one of these adjectives as grammarians teach us to dispose of the word 'what'. *Wise* is a Compound Adjective, equivalent to 'of wisdom'. *Of* is a Preposition, showing the relation of *wisdom* and *man*. *Wisdom* is a Common Noun, third, singular, the object of the Preposition 'of'. *Such* parsing we do not like; and yet it appears as sensible to us to dispose of the word 'wise' after this manner as to dispose of the word 'what' by equivalents.

Again, the word 'what' is not a Relative. What is a Relative? Gould Brown says that "a Relative Pronoun is a pronoun that represents an antecedent word or phrase, and connects different clauses of a sentence." With this definition before us, let us consider the following sentences: "He has *what* he wanted; I will leave *what* is useless." In these examples, where is the 'antecedent word or phrase' which *what* represents? There is no such word or phrase. Hence *what* can not be a Relative according to the definition.

But, to get themselves out of the dilemma, these *philosophic* grammarians tell us that the word 'what' has an Antecedent and a Relative in itself. *What* is a simple word, and, like all simple words, is the representative of an idea. Think, then, of a word relating to itself. What sort of a relation is it? Philosophically speaking, relation can subsist only between two distinct things. A thing relating to itself is no relation at all.

Then, if 'what' is not a Compound Relative, what is it? We say that it is simply an *Adjective Pronoun*. What is an Adjective Pronoun? It is a word standing for a noun which it limits. Example: Some

went to the country; some, to the city. Now the word 'some' is an Adjective Pronoun, representing both an Adjective and a Pronoun. Supply the word 'persons', and 'some' becomes an Adjective. Take away the word 'persons', and 'some' stands for it and becomes a Pronoun.

Now, let us see whether the incorrigible 'what' belongs to this class of Pronouns. Take the examples given above—He has what he wanted. I will leave what is useless. The first sentence can be understood thus: He has *what* money or *what* thing he wanted; the second, thus: I will leave *what* thing is useless. Supply the word 'money' or 'thing', and 'what' become an Adjective. Omit these words, and 'what' becomes a Pronoun. 'What he wanted' and 'what is useless' are substantive sentences; the former the object of *has*, the latter the object of *will leave*. We would parse 'what' in the first sentence thus: An Adjective Pronoun, third, singular, object of *wanted*. In the second sentence, 'what' is an Adjective Pronoun, third, singular, subject of *is useless*.

This is our method of disposing of the word 'what'. Pupils under our instruction have no more difficulty with this word than with any other word in the language. S.

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GOOD READING is an art so difficult, so rare, that not one in a hundred educated persons is found to possess it to the satisfaction of others, although ninety-nine in a hundred would be offended were they told that they knew not how to read. . . . Among the requisites which are indispensable for attaining the highest possible perfection in this delightful art, we will mention the following qualities, which may be the gift of nature or the fruit of education: rapidity of sight, by which the eye outstrips the voice, and embraces more words than the tongue utters; a voice pure, sonorous, and capable of varied modulation; clear utterance, great command over the respiratory function, and a flexible countenance; acute sensibility, lively sympathy, and great powers of imitation; quick conception, vivid imagination, correct judgment, and refined taste. In addition to these physical, moral and intellectual qualifications, the rare assemblage of which sufficiently shows the difficulty of the art, a reader should possess a thorough knowledge of grammar, prosody, and rhetoric; should have a mind enriched with information to seize every allusion; should know the human heart to enter into every sentiment and give expression to it; should finally be able to vary his manner of delivery with every style and every subject. . . . But we repeat it, the essential requisites, without which all others must prove unavailing, are perfect mastery of pronunciation, and the power of seizing instantaneously the sense and spirit of an author.

MARCEL.



## EDITORIAL DEPARTMENT.

## EDITOR'S CHAIR.

STATE CERTIFICATES.—We would invite the attention of teachers to Dr. Bateman's Circular upon the above, in our June number. No one need misunderstand the conditions upon which the certificates are granted, nor the steps to be taken to secure one. An objection—foolish, perhaps—that has existed in the minds of some is now done away, as *all*, whatever their previous training, are required to undergo the same examination. We are very sure that no graduate of the Normal School will object to this, for the examination is not so severe as some they have already sustained. Indeed, while a member of the Examining Committee, we have known graduates of normal schools to waive the privilege then offered, and to submit to an equal examination with the others. Need we say that such stood very high in the estimation of the examiners? It has often seemed very strange to us that teachers do not more generally avail themselves of the privileges thus within their reach. The conditions surely are not very hard for those who profess to *teach* others, and it obviates the necessity for constant reëxaminations, before those, often, who are not teachers themselves. To be sure, under our present system of county superintendency, this objection is not so great as formerly, but it is still an objection which, it would seem, every teacher would feel deeply. We would urge, then, our readers who have not a State Certificate to make up their minds to secure one, and at once. We want to see a large body of holders of State Certificates in our state.

VACATION.—Before our readers shall receive this number of the Teacher, very many of them will have turned away from the closed doors of the school-house and will be seeking rest and recreation,—some in traveling, some in visiting, and others in the quiet seclusion of home. Wherever they may be, that they may all be able to dismiss from their minds any thought of necessary labor, of whatever kind, is our hearty wish. Recuperation of the exhausted energies of the mind and body should be the main object, and labor, whether physical or mental, should be practiced only as a part of the plan.

Yet no teacher will be inclined to be purely an idler. A reasonable amount of exercise is not only necessary for the preservation of mental or bodily strength, but will hasten the restoration of the worn-out faculties to their normal condition. Among the means of *professional* improvement and recreation, we mention the educational gatherings which are held during the months of July and August. Whatever may be our notions about a teacher's *duty* to attend conventions, institutes, etc., we do not propose to present them here. We urge it as a source of mere enjoyment,—enjoyment of the occasion, the journey, meeting of old friends, forming of new friendships, and the intellectual entertainment afforded. For the convenience of those who may wish to visit them, we present a list of conventions to be held during vacation, so far as they have come to our knowledge.

First in importance and interest are the National gatherings, to be held at Nashville, Tennessee, on the 17th, 18th, 19th, 20th and 21st days of August.

These comprise the meetings of the National Teachers' Association, American Normal Association, and Association of State and City Superintendents. Many of the prominent educators of the country will be present, and questions of national import will be considered.

The Associations of various states will meet as follows:

Missouri, at Columbia.....	Commencing August 24th.
Kansas, at Emporia.....	" June 30th.
Ohio, at Dayton.....	" June 30th.
Minnesota, at Minneapolis.....	" August 25th.
Pennsylvania, at Allentown.....	" [Not determined.]

The following is the programme of the American Normal Association, which occupies Tuesday of the week at Nashville:

At 9 o'clock A.M. the meeting will be opened for Introductory Addresses and the transaction of business.

At 10 o'clock an Essay will be read by Prof. Geo. M. Gage, Principal of the State Normal School at Farmington, Me. Subject: *Educational Errors*.

At 11¼ o'clock, a discussion. Subject: *The usefulness of Model Schools in connection with Normal Schools, and the Modes of conducting them*.

At 2 o'clock P.M. an Essay will be read by Prof. John Goodison, of the State Normal School at Ypsilanti, Mich. Subject: *Normal Instruction in Geography*.

At 3½ o'clock Prof. Wm. F. Phelps, Principal of the State Normal School at Winona, Minnesota, will present a Report on *The Organization, including Grading and Course of Study and Training, of Normal Schools*.

At 7½ o'clock an Essay will be read by Prof. M. A. Newell, Principal of the State Normal School at Baltimore, Md. Subject: *Text-Books*.

The subjects of the essays will be discussed as far as time shall permit.

#### USE OF BLACKBOARDS.—

One of the signs by which an expert judges of the condition of a school is by the amount of its chalk-bill. Our pupils, I am happy to say, are every year learning more and more the use of the crayon as the chief instrument of their profession. Rarely is a school found so thoroughly provided as ours with blackboard surface. Yet, every part of it is in almost constant requisition all day long, out of school as well as in school. The pupils study at the board as well as recite at it. They learn to think, as well as talk, chalk in hand. The familiar and skillful use of the crayon in putting things clearly and boldly upon the board, so that they may be presented to the eye, is a part of that power of expression which the teacher must acquire. If one would be an effective teacher, his knowledge must dwell on the tips of his fingers as well as on the tip of his tongue.

The chief aim in a recitation is to give the pupil an opportunity to explain to his teachers, and to his classmates, the several points in the lesson. When called upon to recite, a pupil is expected to stand before his class, chalk in hand, and set forth to them, in clear and intelligible order, his knowledge of the subject, making experiments, or illustrating his points at the blackboard, when necessary.

We commend to all teachers the above extract from the Report of Dr. Hart. There is a lesson in it for every teacher, even of the lowest primary school. As a class, teachers have not half learned the use of the blackboard. We do not know its powers. When we listen to a master like Agassiz, and see how point after point in his lectures is vivified by the mastery of the crayon—how a few skillful strokes reproduce for us the ancient forms of life, we get some conception of its powers; and yet, we look on with dumb amazement rather than with a wish and will to imitate. Teachers—use the blackboard, and let every pupil use it. Set the little ones to writing, drawing, or making figures upon it, as a reward for good deportment, or for proficiency in recitations; at every recitation let a synopsis of the lesson be put upon the board by some one of the pupils, and in your teaching illustrate every point of difficulty by its means. It will take the place of apparatus, charts, and maps, if rightly used.

Do you say "I have no board, and my directors will not supply one"? Then supply one yourself. If there is a bare spot on the wall, purchase some of the liquid slating and apply it after school some night. If there is no space to be used, excite the spirit of your pupils, and they will procure a board; or slate

the back of an old map, or get some pasteboard and tack it upon the wall and slate that; at any rate, have a blackboard and use it.

WE have received the Annual Catalogue of the Washington University of St. Louis, for 1867-8, by which we find that it already embraces six departments, and is intended to include the whole range of university studies except Theology. Its endowment exceeds half a million of dollars. The six departments now organized are the Academic, the Collegiate, the Scientific, the Law, the Industrial, and the Mary Institute. The Catalogue contains the names of upward of 600 students in the various departments, though we are sorry to see here, as in most other cases in the West, the great majority of names is in the lower ones. We trust it will go on in the path of sound learning, and that St. Louis may have an institution of which she may be justly proud. If her wealthy men will only devise liberal things, it will be done.

ILLINOIS STATE TEACHERS' INSTITUTE.—A session of this body, to continue THREE WEEKS, will begin about the 10th of August, 1868, in the State Normal University, Normal, Illinois. The exact time to be hereafter designated.

The following members of the Normal Faculty will, as heretofore, be present to give instruction in their respective departments of study: R. Edwards, E. C. Hewett, J. A. Sewall, Thomas Metcalf, A. Stetson, W. L. Pillsbury, J. W. Cook, and Miss Edith T. Johnson.

Additional arrangements will be made in time for the session.

Hon. N. Bateman and Dr. J. M. Gregory have both positively promised to be present, and to deliver, the former two, and the later one or more lectures.

There will be no charge for tuition. The instructors give their services gratuitously.

Board in Normal is from \$4 to \$4.50 per week. Excellent accommodations will be furnished at the Normal Hotel at \$5 per week. Rooms for self-boardings and clubbing may be secured to any required extent. RICHARD EDWARDS,

*President State Teachers' Institute.*

Since the above announcement was issued, we learn that the 3d of August has been fixed as the day for the opening of the Institute.

MARSHALL'S PORTRAIT OF GRANT.—Messrs. Ticknor & Fields have done a real service to the public and to art, in publishing their superb engraving of this most celebrated portrait of the great military chieftain of the age. The engraving has been made by Mr. Marshall himself, from his own painting, which is by general consent pronounced the best and most faithful likeness of its distinguished subject. It is not a portrait executed with the idea of getting simply a photographic likeness of Gen. Grant, but one in which the artist has brought into requisition his knowledge of all the requirements of portraiture; so that along with great truth in the representation of the features of the countenance, we have their best and most characteristic expressions. It is seldom that an eminent painter becomes celebrated as an engraver. Mr. Marshall has attained unusual honor in both these departments of art; and his engraved portraits from his own paintings therefore have this among other great considerations to commend them, that the representations of the originals are wholly his own.

The picture is sold only by subscription. Agents are wanted to canvass for it in every town. Teachers who are looking for a pleasant and lucrative employment during their summer vacation would do well to secure agencies.

For terms and other information, address John H. Ammon, office of Western News Company, Chicago, General Western Agent for the publishers.

DEFERRED ARTICLES.—We have in hand the following papers, prepared for this number of the Teacher, which are crowded over to our next: Improvement in Primary Schools, by J. H. B; Pictures in School-Books, by Y. S. D.; Teachers' Institutes, by Prof. Hewett; Township System of the United States, by H. L. B.; Natural History; and Prof. Loomis's Third Paper on the Education of the Blind.

## SOUTHERN EDUCATIONAL CONVENTION.

### CIRCULAR OF EXECUTIVE COMMITTEE.

*Olgin, Illinois, May 30, 1898.*

DEAR SIR: It gratifies the Committee on Programme, now in session at this place, to be able to announce the following engagements and arrangements for the Educational Convention called at Centralia in September:

#### LECTURERS.

Hon. NEWTON BATEMAN, State Superintendent of Public Instruction.

Dr. ROBERT ALLYN, President of McKendree College.

Dr. J. M. GREGORY, President of the Illinois Industrial University.

Prof. J. B. TURNER, of Jacksonville.

Dr. D. READ, President of Shurtleff College.

WM. T. HARRIS, Esq., Superintendent of Schools in St. Louis.

#### INSTRUCTION.

*Penmanship* will be presented by the celebrated authors, SCRIBNER and SPENCER.

*Reading*, President EDWARDS (probably).

*Singing*, taught by Mr. BLACKMAN, Teacher of Music in the Public Schools of Chicago. Mr. B. kindles up like a fire of cedar and communicates his own briskness to his audience.

*Methods in Primary Geography*, B. G. ROOTS, Esq., longer known to all Southern Illinois than to this committee as one of the ablest and most zealous common-school men in the West.

#### DISCUSSIONS.

1st. *Resolved*, That legal eligibility to the office of County Superintendent should embrace the holding of a State Certificate.

JOEL G. MORGAN, Cairo; J. P. SLADE, Belleville; A. J. BLANCHARD, Litchfield; JAS. S. STEVENSON, Sparta; and others.

2d. *Resolved*, That the State Certificate should be the only First-Grade Certificate recognized by law, the Certificates issued by County Superintendents to be known as Second- and Third-Grade Certificates.

W. H. SCOTT, Metropolis; and others.

3d. *Resolved*, That a State Normal School should be established by law in Southern Illinois. J. A. KENNEDY, Waterloo; J. C. SCOTT, Olney; and others.

4th. *Resolved*, That attendance at school should be made compulsory by law.

B. G. ROOTS, Tamaroa; Dr. D. READ, Upper Alton; and others.

No names of parties not positively engaged are announced. Further arrangements will be published in due time. The afternoon of Thursday will be devoted to the organization of a 'Southern Illinois Teachers' Association'.

As a programme is already provided for a work of three days, the Executive

Committee have thought best to announce September 1st as the opening day, in stead of September 2d, in order to give those in attendance an opportunity to reach their homes after the exercises are over, before the Sabbath.

The Illinois Central Railroad returns all members' FREE. The citizens of Centralia are pledged to the hospitable entertainment of strangers. Do we need to urge Teachers, County Superintendents and friends of Education in Southern Illinois to come forward and assist in a movement so important to our educational interests?

W. H. V. RAYMOND,	} <i>E. c. Com.</i>
S. M. DICKEY,	
J. C. SCOTT,	
E. P. BURLINGHAM,	

All persons designing to attend the Convention are requested to forward their names to HUGH MOORE, Salem, Illinois, as early as possible, that they may not be subjected to delay and annoyance in getting homes during their stay in Centralia.

## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

CHICAGO.—The Board of Education has been reorganized by the election to its number of Hon. John Wentworth, W. H. King and C. C. Meserve, Esqs. The retiring members are Messrs. Geo. C. Clarke, J. H. Foster, and Rev. W. H. Ryder, D.D. Mr. Clarke has filled the office of President during the past year, and was considered one of the ablest presiding officers the Board has ever had. From his familiarity with the system of schools in the city, and his just and progressive views upon all educational subjects, he was eminently adapted to the position which he occupied. Dr. Foster leaves a position which he has occupied almost continuously for eleven years. He is succeeded by Mr. Meserve, formerly Principal of the Newberry School. Hon. L. Brentano is the President of the new Board, and S. A. Briggs, Esq., Vice-President. From May 1st, 1867, to May 26th, 1868, the number of teachers in the employ of the Board has increased from 317 to 390. There are 645 pupils studying German in four of the public schools in which that language is taught. The salaries paid by the Board of Education to the Superintendent and teachers for the ensuing year have been fixed as follows:

Superintendent.....	\$4,000	Principals of the Holstein, Pearson-St. Primary, Elizabeth-street Primary, Rolling-Mill, and such other eight-room buildings as have female principals.....	\$1,000
Principal of High School.....	2,500	Head Assistants.....	1,000
Principal of Normal School.....	2,200	Other female assistants in the District Primary Schools, except those who may have charge of more than one division of scholars, as follows:	
Training Teacher (lady).....	1,200	For the first fourteen weeks.....	450
Male Assistants in High School, each.....	2,600	For the first year thereafter.....	550
Teacher of French in same.....	800	For the second year thereafter.....	650
Female Assistants in same, each.....	1,000	For the third and subsequently.....	700
Principals of the District Schools, except such as hereinafter designated, as follows:		Teachers of Vocal Music.....	2,000
For the first year.....	1,800		
For the second year.....	1,900		
For the third year.....	2,000		
Principal of Carpenter School.....	2,000		
Principal of Cottage-Grove School.....	1,600		
Principal of Walsh-street School.....	1,600		

..... *Corporal Punishment.*—At a recent meeting of the Board, a resolution was introduced recommending that “no girls shall be subjected to corporal punishment,” that “corporal punishment shall not be inflicted upon boys under ten years of age,” and that, in all cases, “it shall be inflicted by the



Principal of the school." The resolution was referred to the Committee on Rules and Regulations, who rendered the following report:

The subject of corporal punishment has long occupied the attention of educators and philanthropists. It is indeed an 'ugly necessity', and we admire the warm-hearted, manly feeling that shrinks from its execution and perpetration. Yet it stands not alone as one of the evils of an imperfect state of society. Our jails, prisons, penitentiaries, bridewells, and capital punishment, lead us to sigh for the early coming of that day when such restraints shall be no longer needed. If the maintenance of authority in our schools be a necessity, in some way this necessity must be met. Our rules only provide for corporal punishment as a last resort, never to be allowed until the catalogue of milder measures shall have been all exhausted. And when exhausted, where is the remedy? The cases are not infrequent where parents who confess themselves wholly unable to prevent viciousness and truancy in their own children, implore our teachers to exercise more than 'kind, firm and judicious' treatment toward those who are a sad rebuke to their own culpability in their early training, and urge those vigorous remedial measures, the absence of which led to the old-time scriptural caution of "spare the rod and spoil the child." The result of parental inability at home, combined with the abolition of corporal punishment at school, would drive many a bright intelligence into an idle, vicious and vagrant life, which, under proper restraint, would be an ornament to society; and many whose early steps could be directed rightly by a pure-minded, loving and conscientious teacher, without such restraint, would be led to yield to the seductive influences of wicked associates, to find themselves, alas, too late, following in the paths of her whose steps lead down to hell. Indeed, the resort to this method of maintaining authority is becoming more and more infrequent, and its abuse exceedingly rare; and we believe with the School Committee of the City of Cambridge, that "if the persistent agitation of the subject could be dispensed with, which we now defend upon similar grounds as a police-regulation incident to the imperfections of society, it would gradually diminish and finally disappear before the onward march of that true philanthropy and moral principle which works by love." Your committee also believe that a regulating distinction between the sexes would be a measure neither correct in morals nor called for by any physiological requirements. Injurious corporal punishment should *never* be inflicted, while the exemption of girls and the punishment of boys for precisely the same petty offenses would tend to confuse the minds of children in regard to moral distinctions, and would create a needless addition to the already difficult task of the primary teacher. These distinctions are not recognized in our schools: the pupils mingle together in the same rooms, and the same classes. Human nature does not differ now materially from its development on that eventful morning when the fruit of that forbidden tree, whose mortal taste brought death into the world and all our woe; nor will it, doubtless, till that other eventful day proclaims that 'time shall be no more'; nor the discipline held over the one sex should be just as potent to restrain as that over the other.

Your committee believe further that the exercise of needed discipline should be administered, except in extraordinary cases, at the hands of the teacher who is continually in contact with the offender, whose study has been, *or should have been*, to cultivate the acquaintance and habits of his or her charge so as to know what cords draw most closely, and what influences most readily reach the heart.

Nor can your committee concur in the propriety of excluding boys under ten years of age from such reasonable punishment as shall check evil practices. The boys of this age and generation mature early, and the seeds of vice and corrupt influences take deep root at an earlier age than is here indicated; hence we claim that the remedy should apply as soon as the evil demands it, and the boy who to-day enters upon his tenth birthday, the subject of discipline, will be quite likely, in after life, to remember the lessons of his early years and yield to their influence.

Your committee, therefore, for the foregoing reasons, and believing that the home-uncontrolled ones, with the willful and the vicious, still require that the existing rule of this Board should be maintained for the healthful influence that it holds over such, and believing that our teachers will be fully governed by the recommendations of our Revised Course of Instruction, beg leave to dissent from the resolutions offered by the member of the Fifteenth Ward, and report adversely to their adoption.

.....The estimated expenditures of the Board of Education for the coming year are \$795,500, containing the following items: Salaries of teachers, \$340,000; heating and furnishing buildings already completed and contracted for, \$103,000; erecting and furnishing new buildings, \$275,000.....During the Spring Vacation the Board of Education dedicated to the noble purpose for which they were erected two more splendid school-houses—the Carpenter, and the Holden. Both are built upon the same general plan, having four rooms upon each of the first three floors, and on the fourth two rooms and a spacious assembly-hall. They are provided throughout with the desirable number of wardrobes, closets, etc., for the use of both teachers and pupils. The furniture is of the best style of modern manufacture, and is neat and durable. Each has a commodious basement, which contains the heating apparatus and serves for general storage purposes. Architecturally, the buildings are plain—perhaps severely so. For completeness and fitness for their purpose, they are seldom excelled. The cost of each when complete is about \$60,000. Each has accommodations for about 1,000 pupils. The dedicatory exercises were appropriate and interesting, consisting of music, and addresses from His Honor Mayor Rice; Geo. C. Clarke, Esq., Pres. of the Board of Education; Hon. J. L.

Pickard, Superintendent of Schools; Alderman Woodard, and others. Both buildings were opened at the beginning of the Spring Term, April 4th, and were filled to their full capacity at once.

COOK COUNTY NORMAL SCHOOL.—The Board of Supervisors, with other officials, recently paid an official visit to this institution. The Principal, Prof. D. S. Wentworth, placed the classes at the disposal of the Board, some of its members taking them in hand, for the time, and conducting exercises in such manner as would be the best test of real attainments. Classes were examined in Reading, Geography, Mental Arithmetic, Physiology, and Music. Singing by the school varied the exercises. The visit was a most satisfactory one to the Board, showing that the school is doing essential service for education throughout the county. Such intelligent attention to the real interests of the people by public officials is much to be commended.

EVANSTON.—The public school, for the past year under the efficient charge of F. Hanford, Esq., closed on Friday, the 12th ult., with examination and exhibition.

AURORA.—The Board of Education of this city have properly recognized ability and efficient service in their recent treatment of their worthy Superintendent of Schools, Wm. A. Jones, Esq. Mr. Jones felt that health, impaired by years of incessant labor, would not allow him longer to retain his position, and was about resigning. But, rather than lose so good a servant, the Board generously relieved him from all regular class recitations, and raised his salary to \$2,500. The members of that Board are good physicians.

#### FROM ABROAD.

MAINE.—Mr. Warren Johnson has been appointed State Superintendent of Common Schools, by the Governor and Council, under the new school-law. The appointment meets with general acceptance.....The amount appropriated by the City of Portland for educational purposes for 1867-8 was \$57,000. A new Grammar-School house is expected to cost \$125,000. There are 11,452 children in the city of school-age, and an average attendance of 3,826.

NEW YORK.—Hon. Victor M. Rice, whose reputation as a pioneer in educational reform and champion of free public instruction is world-wide, has retired from the Superintendentcy of this state. His successor is Abram B. Weaver, Esq., of this city. Mr. Weaver is a graduate of Hamilton College, a lawyer by profession, and an able man. As School Commissioner, he proved himself an active and efficient officer.

N. Y. Teacher.

.....J. H. French, LL.D., author of a series of Arithmetics, has taken charge of the new State Normal School at Potsdam, and Joseph A. Allen, Esq., late Superintendent of the State Reform School at Westboro, Mass., has been appointed President of the Fredonia Normal School.....*New York City.*—Number of pupils enrolled the past year, 224,416; average attendance, 95,515; cost per pupil on average attendance, \$19.75; cost per pupil on whole number taught, \$8.54; cost per pupil for books and stationery, which are furnished free by the city, on average attendance, \$2.01,—on whole number enrolled, 80c; amount appropriated for expenses of schools the ensuing year, \$2,946,950.

NEW JERSEY.—The whole number of pupils under instruction in the Normal School during the year 1867 was 219, of whom 17 were males and 202 females.

The whole number in the Model School was 532, and the whole number in the Farnham Preparatory School, at Beverly, was 280; making the total number in all departments of the School 1,031, of whom 395 were males and 636 females. ....As might have been foreseen by any one who had had experience in the training of children in the public schools of the country, the clause of the school-law of this state prohibiting corporal punishment in schools has proved not only ineffectual, but a source of real mischief, and has been repealed over the greater part of the state.

OHIO.—From the Report of the School Commissioner we take the following statistics: Number of persons between the ages of 5 and 21 years, for the year ending September, 1866, was 971,705 white and 23,545 colored; total receipts of school-funds for 1867, \$6,179,386.80; total expenditures, \$4,763,463.95; total number of school-houses, 11,353; total value of school-houses and grounds, \$9,072,443; number of volumes in libraries, 310,323; number of different teachers employed, 21,568, of whom 8,348 were males; average monthly wages of male teachers, \$38.62; average monthly wages of female teachers, \$23.80; whole number of schools, 11,739; total number of pupils enrolled, 704,767; average attendance, 397,486.

WISCONSIN.—*Opening of another Normal School.*—The dedication of the new Normal-School building, located at Whitewater, took place on the 21st of April. After appropriate opening exercises, an address was delivered by Hon. W. Starr, President of the Board of Regents of Normal Schools. The address was mainly historical, giving the steps by which the Regents had carried forward the work intrusted to their hands. In closing, he gave a special and a very fitting charge to Prof. Oliver Arey, Principal of the School. Prof. Arey, formerly Principal of the State Normal School at Albany, N. Y., and more recently connected with the one at Brockport, N. Y., accepted the charge in well-chosen words, enlarging somewhat upon the necessity for Normal training—the history of Normal-School enterprise—and the character of true Normal-School work. Prof. Chas. H. Allen, Principal of the State Normal School at Platteville, extended to Prof. Arey a most cordial welcome to the field all too broad for both to cultivate. He was followed by President Chadbourne, of the State University; Messrs. Pomeroy and Gaylord, of Milwaukee; Messrs. Robbins and Thomas, of the Board of Normal Regents; Messrs. Cotton and McNamara, of Whitewater; and Mr. Pickard, of Chicago. The dedicatory address of Hon. A. J. Craig, State Superintendent of Public Instruction, was very brief, but excellent throughout. Better music is seldom heard than was rendered by Whitewater gentlemen and ladies. The whole time occupied was but a little over two hours, so that it will be seen that brevity characterized all addresses—a most admirable feature of the exercises. The new building, designed by G. P. Randall, Esq., of Chicago, is of very neat appearance throughout, but it is feared will prove too small. Its location is upon an eminence overlooking the beautiful village of Whitewater. The liberality of the citizens is worthy of all praise, as the site, worth some \$8,000, and \$26,000 in money were contributed in a single year. The school opened under the instruction of Prof. Arey, Mrs. Arey, Mr. J. T. Lovewell, Misses Lilly and Stewart—persons all of good past reputation, and well calculated, as it is thought, to maintain it for the future.

IOWA.—Number of persons between the ages of 5 and 21 years, in 1867, 372,269; number of schools, 6,229; number of different pupils attending school, 257,281; average attendance, 148,620; number of teachers employed—males, 3,676, females, 6,667—total, 10,343; average monthly pay of male teachers, \$35.88; average monthly pay of female teachers, \$24.64; total amount paid teachers, \$1,006,623.00; total expenditures for common schools, \$2,069,597.82; known and estimated value of permanent school-fund, \$4,274,581.93.....Hon. D. Franklin Wells, Superintendent of Public Instruction, owing to the increasing duties of his office, retires from the Resident Editorship of the Iowa Instructor.....*The State Teachers' Association* will hold its next meeting at Keokuk, commencing August 25th. Being so near our own state, we trust the annual visit of some of our Iowa friends will be returned by a large delegation of Illinois teachers. ....Prof. A. S. Welch, formerly Principal of the Michigan State Normal School, has been chosen President of the State Agricultural College. The Professor brings to the place ability, energy, and the prestige of many years of successful experience as an educator.

MICHIGAN.—*University*.—The present graduating class numbers 52, of whom Illinois furnishes 11. Their average height is 5 feet 9 inches; weight, 149.5 lbs; age, 23.28 years. Their intended professions are as follows: law, 16; ministry, 2; medicine, 3; editors, 2; engineers, 17; farmers, 3; teachers, 7; business, 3. The class numbered 82 when it entered college.

TENNESSEE.—*Fisk University*.—Prof. Ogden writes that this school has more than realized his most sanguine expectations since its organization. The first Normal class of 12, organized in 1867, are doing as well or better than any other class of equal attainments he has ever had in his extended experience. The Model School numbers 60 pupils, of all grades of advancement, from 0 to the Fourth Reader. It is taught chiefly by members of the Normal classes. Dr. Sears, agent of the Peabody Fund, has given Prof. Ogden \$800, to be expended upon 16 of the most prominent candidates for teaching he can select from the material in the state. The school numbers about 200, half of whom are adults.

MISSISSIPPI.—By the new Constitution it is made the duty of the legislature to provide a uniform system of free public schools for all children between the ages of 5 and 21 years. A Superintendent of Public Instruction is to be elected, holding office four years. A Board of Education is created, consisting of the Secretary of State, Attorney General, and State Superintendent, for the management of the school-funds. County Superintendents are to be appointed by the State Board, to hold office for two years; provided, that the legislature may make the office elective. A poll-tax, not exceeding \$2 a head, may be levied in aid of the school-fund. All school-funds shall be divided pro rata among the children of school-age.

ENGLAND.—Parliamentary returns show that one-third of the men of Hertfordshire, Cambridgeshire, and Norfolk, who married in 1865, had to make their mark in stead of signing their names to the register; and that more than one-third of the men of Suffolk, Bedfordshire, and Staffordshire, were in the same discreditable predicament. In South-Wales more than one-half of the women were unable to write their names when married; and in Bedfordshire the proportion of uninstructed is very little less. In Liverpool, out of 23,740

who were apprehended in 1866, only 253 could read or write well; while of 720 children dealt with under the Juvenile-Offenders' Act, not one could do so. For the 148,000 marriages in 1864, 42,000 of the men and 58,500 of the women signed with a mark.

Builder.

JAMAICA.—The Jamaica Journal gives the following Summary of the School Returns of that island, viz: There are 28 charity or endowed schools, with 1,871 pupils on the register, and 1,265 in attendance; 288 public elementary schools receiving grants from government, with 18,482 pupils on the register, and 12,360 in average attendance; 198 public elementary schools not receiving grants, with 12,350 pupils registered, and 9,190 average attendance; 80 private schools, with 1,770 pupils, and 1,290 average attendance; making in all 594 schools.

### NOTICES OF BOOKS AND PERIODICALS.

(77) THIS is a very neat and well-arranged pocket register for teachers' use, being ruled with spaces for each day of the week—for every month,—and containing some hundred pages. It is handsomely and substantially bound, corresponding to the publishers' valuable editions of Caesar's Commentaries and Virgil's Æneid. Every teacher should keep a record of the punctuality, deportment and daily recitations of his pupils, if only for his own guidance; and for this purpose we have seen nothing superior to this.

(78) THIS Card Primer for little folks is intended to be much more indestructible than the ordinary first lessons or toy-books. The printed leaves are pasted on binder's board, thus obviating the tearing and the dog's-ears which so soon deface children's books. The contents are, large and small alphabet, easy spelling, points, numerals, with a picture and story facing each lesson. The idea of the author is a good one, if the publishers had in their printing and engravings represented the present state of those arts rather than that of a decade or two ago.

(79) THIS is one of the Sabbath-School books which we gladly see multiplied. Written for the Unitarian Sunday-School Society, it yet contains nothing at variance with the soundest orthodoxy, while the short stories illustrative of Bible Texts are such as children delight in and ever remember. The authoress has shown herself a skillful children's preacher. The book was written in response to an offer of three premiums of \$100, \$50 and \$25 for the best three manuscripts of books calculated for Unitarian Sunday-School literature, and adapted to children under ten years of age. This obtained the first premium.

(80) ILLINOIS STATE TEACHERS' INSTITUTE.—We have examined with a great deal of interest the report of the Institute held at Normal last year. The pamphlet contains 174 pages of matter, substantial and profitable for the instruction and edification of teachers. Speaking more particularly, it contains,

(77) THE TEACHER'S MODEL POCKET REGISTER AND GRADE-BOOK. Eldredge & Bro., 17 and 19 South-Sixth street, Philadelphia.

(78) CARD PRIMER FOR THE LITTLE FOLKS. \$1.00 per dozen. John D. F. Brooks, 20 Washington street, Boston.

(79) WATCHWORDS FOR LITTLE SOLDIERS; or, *Stories on Bible-Texts*. By Sarah Haven Foster.



# National Teachers' Association.

## PROGRAMME

FOR THE ANNUAL MEETING TO BE HELD AT NASHVILLE, TENNESSEE, AUGUST 19TH, 20TH, AND 21ST, 1868.

### WEDNESDAY, AUGUST 19.

- 9 A.M.—Opening Exercises. Address of Welcome, by Dr. J. BERRIAN LINDSLEY, Chancellor of University of Nashville. Appointment of Committees.
- 10½.—Report on *The Study of the Classics in our Colleges*, by Dr. J. ANDREWS, of Marietta College; followed by Discussion.
- 11½.—Discussion: *Drawing in Common Schools*; with an exercise by ———.
- 2 P.M.—Lecture by Dr. PAUL A. CHADBOURNE, President of Wisconsin University. Topic: *The True Idea of a College*; followed by a Discussion of the subject.
- 3½.—Paper by ———; or, Discussion of the subject *What are the True Relations between Colleges and Common Schools?*
- 7½ P.M.—President's Address; followed by Discussion.

### THURSDAY, AUGUST 20.

- 9 A.M.—Opening Exercises. Report on *The School Systems of the United States*, by J. CRUIKSHANK, LL.D., of Brooklyn, N. Y.
- 10.—Discussion: *The Place and Proportion of the Natural Sciences in a True Course of Education*.
- 11.—Paper by ———.
- 2 P.M.—Paper by E. O. HAVEN, D.D., LL.D., President of Michigan University. Topic: *Relative Advantages of the Lecture and the Class-Recitation Systems*; followed by Discussion of the subject.
- 3½.—Address by Gen. JOHN EATON, Superintendent of Public Instruction for the State of Tennessee. Topic: *Education ever Old and ever New*.
- 7½ P.M.—Address by Hon. HORACE MAYNARD, of Tennessee. Theme: *Renaissance*.

### FRIDAY, AUGUST 21.

- 9 A.M.—Opening Exercises. Report by Hon. J. P. WICKERSHAM, Superintendent of Public Instruction of Pennsylvania, on *The Duties of a State in respect to Higher Education*.
- 10.—Paper by J. B. WHITE, President of Almira Female College, on *The Higher Education of Women, contrasted with the Higher Education of Men*; followed by Discussion.
- 11.—Address by ———.
- 2 P.M.—Election of Officers, etc.
- 2½.—Address by ———.

The following gentlemen have been invited to deliver addresses or read papers before the Association. No reply has as yet been received from them, but it is presumed that most, if not all, will accept the invitation and be present:

BARNAS SEARS, D.D., Superintendent of Peabody Fund.

A. D. WHITE, LL.D., President Cornell University.

Rev. Dr. (Prof.) BROACHUS, Greenville, S. C.

Prof. BROWN, Athens, Ga.

Prof. HOLMES, University of Virginia.

Dr. VAN BOKKELEN, Maryland.

J. M. GREGORY, President.

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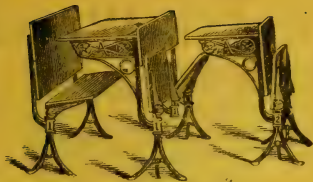
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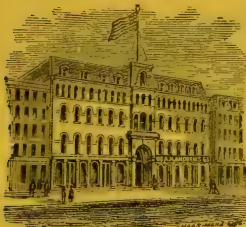




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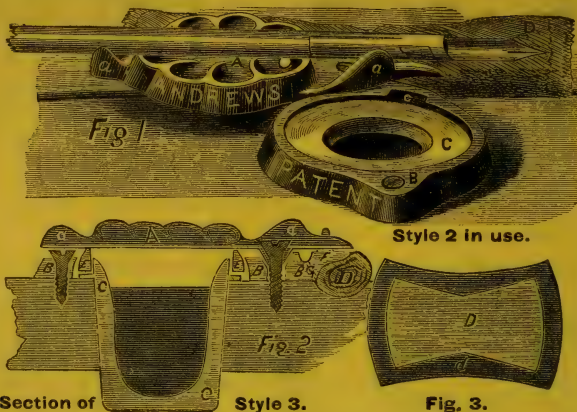
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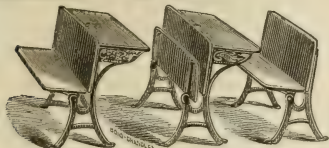
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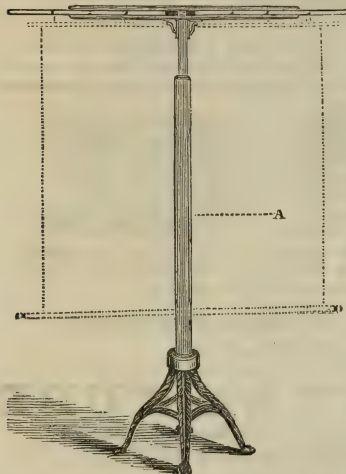
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
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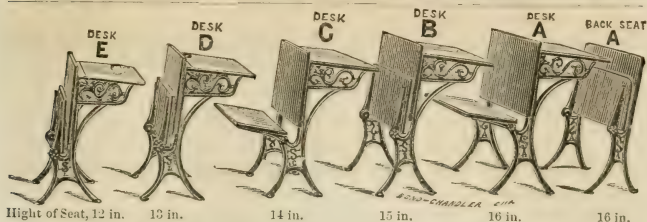
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In our country, which has become the adopted home of people from all the countries of the earth, there is an urgent necessity for a systematic course of training in the correct sounds of our language. Our public schools contain pupils whose mother tongues represent all nations; and in these institutions all are to be assimilated—Americanized. The ordinary lessons of school in reading, spelling, arithmetic, geography, and even of grammar, do not supply the needed training of the vocal organs to give those habits in speaking our language which ought to be formed by children while at school.

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HARPER & BROTHERS, PUBLISHERS,  
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# PROGRAMME

FOR

## Southern Illinois Educational Convention,

AT CENTRALIA,

September 1st, 2d and 3d, 1868.

### TUESDAY, SEPT. 1ST.

9.00 A.M., Prayer. 9.15, Organization. 10.15, Address by HON. N. BATEMAN.  
11.30, Business.

2.00 P.M., Music: O. BLACKMAN. 2.30, Lecture: *Force, the Teacher's great want.*  
DR. ROB'T ALLYN. 3.30, Discussion: Resolved, *That legal eligibility to the*  
*County Superintendency should embrace the holding of a State Certificate.* A.  
J. BLANCHARD, Litchfield; J. P. SLADE, Belleville; J. S. STEVENSON, Sparta.  
4.30, Business.

Evening.—Lecture by Dr. D. READ.

### WEDNESDAY, SEPT. 2D.

9.00 A.M., Prayer. 9.10, Music: O. BLACKMAN. 9.30, Lecture by SANBORN TEN-  
NEY. 10.30, Penmanship: WM. M. SCRIBNER. 11, Discussion: *That attend-*  
*ance upon School should be made compulsory by law.* DR. D. READ, Upper  
Alton; B. G. ROOTS, Tamaroa.

2.00 P.M., Music: O. BLACKMAN. 2.30, Lecture by SANBORN TENNEY. 3.30, Pen-  
manship: R. C. SPENCER. 4, Discussion: Resolved, *That the State Certificate*  
*should be the only First Grade Certificate recognized by law; the Certificates as*  
*now issued by County Superintendents to be known respectively as Second and*  
*Third Grade Certificates.* J. G. MORGAN, Cairo; J. M. PACE, Mt. Vernon.

Evening.—Lecture: *Utility of the Classics as a study for American Youth.* J. B.  
TURNER.

### THURSDAY, SEPT. 3D.

9.00 A.M., Prayer. 9.10, Music: O. BLACKMAN. 9.30, Lecture by SANBORN TEN-  
NEY. 10.30, Methods in Geography: B. G. ROOTS. 11, Lecture, W. T.  
HARRIS.

2.00 P.M., Business. 4.30, Discussion: Resolved, *That a Normal School should be*  
*established by the Legislature in Southern Illinois.* J. A. KENNEDY, Waterloo;  
J. C. SCOTT, Olney.

Evening.—Lecture, DR. J. M. GREGORY.

This programme will be slightly modified by additions in the programmes  
printed for distribution.

W. H. V. RAYMOND,	S. M. DICKEY,	} <i>Ex. Committee.</i>
J. C. SCOTT,	T. M. NICHOL,	
E. P. BURLINGHAM,		





# ILLINOIS TEACHER.

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VOLUME XIV.

AUGUST, 1868.

NUMBER 8.

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## TEACHERS' INSTITUTES.

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AT no time within the last ten years have Teachers' Institutes been so numerous in this state, or attracted so much attention, as at present. And I have thought that something more may be said about them, to some profit, in the Teacher.

*What is properly a Teachers' Institute?* It is not, as I conceive, simply a teachers' association. Such an organization is doubtless very valuable; but there is, and ought to be, a wide distinction between an association and an institute. An association more nearly resembles other parliamentary or deliberative bodies; and in its organization and management, is subject to the rules and usages which govern deliberative bodies; ordinary parliamentary forms are to be observed in all its sessions. Our State Association is a body of this kind; and county, city or township associations are bodies of the same kind, and are properly operated in the same way.

An institute more nearly resembles a school: its purpose is instruction, and not simply conference or deliberation; its mode of management should be essentially different from that of an association. It may well be regarded as a short normal school; and it will the more fully accomplish its purpose, the more nearly it can be made to resemble a model school. Promptness of attendance, the giving, preparing and reciting of lessons,—the real drill and discipline of the school-room, are essential to the proper success of the real institute.

For this purpose, the institute should be under the control and direction of some one man, as principal or director, with such assistance as may be necessary. The functions of his office differ as essentially from those of a president as the ordinary functions of a school-master differ from those of the Speaker of the House of Representatives. Without such an officer,—who shall be the head, who shall direct and control the exercises of an institute,—the unity and completeness which should attend its workings will be lost. The director

may be a member of the body, into whose hands the affairs of the institute are given for the time being, or he may be some one from abroad; in either case, he should be a man of large and successful experience, both as a teacher and as a manager of schools.

*What are the objects of a Teachers' Institute?* It is no part of their object for the director to attempt to puzzle the members, nor for the members to attempt to *pose* the director, or each other, with knotty and impractical questions. Such things have no more place in an institute than they have in a school. Neither is it an object of an institute, more than of a normal school, to give extended instruction in the branches of school study: the time is too short. The manner of the instruction is more important than the amount, or the particular kind. Like the normal school, the chief object is *how to teach*, rather than what to teach. Yet, one can better teach how to teach by actual teaching than by any specific directions: here, as in so many other cases, practice is better than mere theory.

But an institute should not only teach its members something, it should arouse their enthusiasm and professional spirit; it should enlarge and deepen and ennoble their views of the work in which they are engaged. And this is not all: a teachers' institute fails in one of its most useful features if its effects are felt by its members alone: it ought to arouse and interest and teach the community in which its meetings are held. This may be done in several ways: the community should be drawn in, to witness its ordinary drill exercises; and, if these exercises are such as they ought to be, they never fail to interest an intelligent and right-thinking people, provided they can be induced to come to the meetings. Much, also, may be done by evening lectures, if they are made practical and sensible. Such lectures should be given very frequently at the place of holding the institute; and, if the teaching corps is strong enough, they may also be given in neighboring towns and villages. In this way the institute may exert an influence over a large extent of country.

*How can Institutes best do their work?* I have already suggested that the work of the institute is of the same kind as that of the normal school. It is evident that one normal school, or ten even, can do but a small part in educating the thousands of teachers that the state requires. Many teachers can not be induced to attend a normal school; but, by well-managed institutes, normal instruction may be carried to the doors of all, or nearly all. It seems a pity that our legislature does not accede to the oft-expressed wish of the State Teachers' Association in this matter, and devote a small sum annually to defray the expense of a body of competent men to go around the state and do at least a part of this work.

As it is, it must be done by the counties, chiefly; and our school-law allows Boards of Supervisors to appropriate from the county funds for

this purpose. Many of them do this willingly and sufficiently. The sum necessary in any county is not very large; and, if judiciously expended, I believe the returns will be very satisfactory.

My observation teaches me that institutes are often more successful when their meetings are held at some place other than the county-town. Of course there are exceptions. There are so many things to attract attention in a shire-town, that an institute often fails to receive the encouragement there that it deserves, and will readily receive elsewhere. Again, if such gatherings are a benefit to a community, such benefit ought not to be confined to any one locality. The best place for the daily sessions of an institute is a school-room. The work is school-work; and no other place is so favorable, in its appurtenances and its associations, for school-work as a school-room. A church seems to be the best place for the evening lectures. Court-houses and public halls are so often used for other purposes that there are almost always young and thoughtless persons who are in the habit of dropping in to them whenever they are lighted in the evening; and, after remaining a little time, they frequently leave as unceremoniously as they entered. Such persons are not so likely to disturb a meeting in a church in this way. I speak on this point from considerable experience, not all of it entirely agreeable.

The daily work of the institute should deal chiefly with the *elements*, for two reasons. First, there is more actual need of instruction in the elements, on the part of our teachers. It is easier to find those who can teach Surveying well than those who can teach Simple Arithmetic well; there are more good teachers of Rhetoric than of Primary Reading, or Elementary Grammar. Second, persons who are well prepared to teach the elements hardly ever fail in teaching the higher departments, if only they have the requisite scholastic acquirements; but the converse is by no means true.

Much time should be given to school management, both as regards government and the philosophy of instruction. There is a philosophy of government and of instruction; and one great defect with our teachers is that they fail to recognize and attend to this fact. Hence, their work is entirely hap-hazard, or merely an imitation of the methods followed in their own pupilage. A set of *best methods* for governing, or teaching, equally applicable to all cases and in all circumstances, can neither be given at an institute nor a normal school, nor be written down in a book. But correct principles can be elucidated, and good methods can be suggested. And, in respect to methods, the work of an institute should aim to be as suggestive as may be; all the exercises should teach as much by the manner in which they are conducted as by the direct instruction given, probably more. Hence, the institute should have its programme announced; it should open and close promptly; its lessons should be thoroughly given, and rigidly

required; its order should be unexceptionable;—in all these respects, it should be truly a model school. When members are in the habit of coming late to the sessions, of absenting themselves from some of the lessons, of communicating during lesson-hours, of sitting back in the corner, or of asking to be excused from the exercises, the institute may be expected to suffer from these evils in the same way that a school would suffer, and in an equal degree. In fact, if a very large number of the members are hopelessly addicted to these faults, the institute will be a failure, and ought to be.

It will be well for teachers to take their text-books to the session of the institute: in many of the exercises they may at times be profitably used; at least, I should regard a Bible and a note-book as indispensable.

*How long should an Institute continue?* Other things being equal, the longer the better. But the term should not be so long that members will think of attending but a part of the time: success requires the same membership from beginning to end. Neither should the institute outlive its interest: in fact, whenever the interest ceases to grow, that may probably be taken as a sign that it is time to stop. Three days is the shortest time possible, if real work is expected; five days are better. Two weeks would seem to be a very good length; considerable can be done in that time, and yet the time ought not to be too long for a continued and growing interest. If four weeks can be taken, the work can be made quite like that of a short term of school, provided the same members are there through the whole term.

I had intended to offer a proposed programme of exercises for an institute of three days, one of two weeks, and one of four weeks; but this article has grown to so great a length that I will defer the programmes till the next number of the Teacher. E. C. HEWETT.

*Normal, May 11, 1868.*

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## INSTRUCTION OF THE BLIND.—III.

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BY PROF. J. LOOMIS.

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### THE SENIOR CLASS.

The first morning hour is devoted to reading. The following works in raised print comprise some of the reading-books, viz., Cyclopædia for the Blind, 10 vols., including Biography, Geography, Astronomy, Geology, etc.; Ancient and Modern History; Paley's Natural Theology; Philosophy of Natural History; Milton's Poetical Works; Pope's Essay on Man; Select Poetry; the Old and the New Testament, etc. These are read for instruction, rather than as an elocutionary exercise.

A good general knowledge of many subjects, if not a critical one, is thus obtained. Frequent explanations are necessary, and constant reference is made in the *language* of the authorities. If the reference is of general interest, all attend. Reading thus becomes a most interesting and important part of instruction. Many works are read and re-read with pleasure. Very few pupils are so conversant with *Paradise Lost* as these. None appreciate poetry more truly. Long passages are often committed. I find *Lycidas* in the hand-writing of a former pupil. It served the double purpose of gratifying her love of poetry and of improving her writing. Objects of external beauty were closed to her sight, but her mind comprehended the beautiful. For whom, alas, we mourn in words copied by her own hand.

"For *Lycidas* is dead, dead ere his prime,  
Young *Lycidas*, and hath not left his peer."

American Literature follows this lesson, and may be regarded a part of it. Biographical sketches of authors are read, and outlines of their history — as native place, education, profession, works, etc.—are committed. Extracts from their works are also learned. This exercise is enjoyed very much. Coming, as it does, after severer studies, it is a recreation. It is a continuation of a course of reading, begun on entering, and finished only on leaving the institution.

#### ARITHMETIC AND ALGEBRA.

A good knowledge of Mental Arithmetic, and of the fundamental rules of Written Arithmetic, is required before the pupil enters upon the study of Algebra. The utmost care is observed in teaching Arithmetic that every lesson may be understood. Pupils must not only *appear* to know, but they *must* know. To this end reviews are frequent. And as these reviews are tests of scholarship, the pupils vie with each other for mastery. When one book is finished, the difficulties of another are examined. In the solution of problems, the analysis, differing somewhat from models in book, appears a little formal at first; but not so when the pupil has made the formula entirely his own. The facility with which he varies the language in different and difficult problems is admirable. This is justly attributable to the attention given to the formula of analysis from the first. It is a uniform practice to give a number of difficult problems, some times to the class at large, some times to each individual, to be solved at the next lesson. The influence of this apparently unimportant practice develops that wonderful power of memory so noticeable in the blind. The habit of committing to memory daily increases the power to retain. And not less potent is the habit of solving problems without any *artificial aids*, in giving to mind the highest order of discipline and culture.

When a pupil advances to the study of Algebra, he finds that the familiar formula is easily varied so as to apply to problems in Simple



Equations. The analysis comes gracefully to him, while one not thus trained will fail, or reply like the genius, "I can get the *answer*, but I ca' n't make the *little speech*."

If you take a half-sheet of letter paper and rule it at right angles with the lines, it will resemble in size and shape the blind pupil's slate. The lines may be regarded as the divisions, and the squares the cavities for the type. The type with embossed letters, figures and signs is adapted to these cavities. By these a problem may be exhibited in all its transformations, as it would be on the blackboard. Every pupil examines the solution till he knows just how it *looks*. This being done, the slate is laid aside. For any other purpose than to exhibit form, it is a positive hindrance. It consumes time, it exposes to mistakes, it divides the attention between symbols and reasons,—in short, the slate is *not a help*, but a *hindrance*. And this is equally true of the *blackboard as now used*, for the seeing.

There are two methods of presenting Algebra. One is indicated by the arrangement of subjects in the common text-books. By the other the subject of equations is presented at first, the explanation of terms signs, axioms and principles being given when needed. With a text-book in which problems are arranged as indicated, the teacher may present every point, distinct and sharp-cut as a diamond. The mind of the pupil will not be distracted with terms. Axioms may be applied and reasons given, in stead of formal rules. My own experience is decidedly in favor of the latter course. A class which commenced at the beginning of this session have never learned a rule for Simple Equations, *technically* so called. Equations containing one, two, three and four unknown quantities have been solved by transformations based wholly upon axioms. The text-book used was compiled for the seeing, but arranged as suggested. The class have spent forty minutes in recitation daily, and have advanced as far as Involution. They think Algebra much easier than Arithmetic, and are surprised at the small number of rules to be committed. They have gained confidence in themselves, and are pleased with the beauty and simplicity of the science. Problems were given to be solved at the next lesson. If something *new* was involved, the *most simple* example was selected to illustrate. These problems were given, with the request that each master the difficulty by *himself*, if possible.

Another suggestion may be worthy of notice. It is my uniform practice to give examples, expressed by letters and figures, whenever the same rules will apply, as in Common Fractions, etc. Involution, Evolution, etc., are much better understood when first presented by algebraic quantities. It is gratifying to find that a principle applies to quantities expressed by numbers as well as letters. Thus the great gulf which, in the minds of pupils, is supposed to exist between the two branches is bridged over. Algebra is proved to be Universal

Arithmetic. Time is saved, and a more perfect knowledge of both subjects is obtained.

The following examples (solved by a more advanced class than the one referred to) will illustrate what can be done without chalk, as well as the success of presenting the same subject as expressed by literal and numeral quantities.

Extract the cube root of  $a^9-3a^8+8a^6-6a^5+6a^4-8a^3-3a+1$ .

*Ans.*  $a^3-a^2+a+1$ .

At the eighth lesson this problem was solved in ten minutes. At the fourth lesson after, another pupil solved the following in seven minutes.

Extract the cube root of 12358435328. *Ans.* 2312.

He verified the result by involving it to the third power. Each problem was given at a preceding lesson. But neither pupil was prompted, and neither had ever heard the problem solved. The time of recitation was thirty minutes. Any teacher can decide in regard to the time required in mastering the rule and in solving the problems. The chief assistance which I gave was in calling attention to the expanded forms of  $(a+b)^3$  and of  $(2+3)^3$ . From these they readily understood the rule. The explanation by cubical blocks was less satisfactory. I may remark that a pupil is taught to begin to multiply at the *left hand*. Each partial product is added as he proceeds, and the last result is the entire product. It would be difficult, if not impossible, to multiply large numbers by the common method.

I submit one example from Geometrical Progression, as it involves Affected Quadratic Equations, two unknown quantities, Fractions, and Evolution.

There are three numbers in geometrical progression: their sum is 31, and the sum of the squares of the first and last is 626. What are the numbers?

The pupil represented the series by  $x, \sqrt{xy}, y$ . By the first condition,  $x+\sqrt{xy}+y=31$ . By the second,  $x^2+y^2=626$ . *Ans.* 1, 5, 25.

I present this problem, as well as the former ones, not on account of their difficulty, but on account of their *length*. The ingenuity necessary to eliminate  $x$  and  $y$  in the last can be determined by the statement. No one could have solved the problem more rapidly or more correctly with pencil and slate than this pupil did without aid. This is true, also, of those examples selected from Involution. Let any teacher take a class thoroughly instructed in Mental Arithmetic, and before the habit of relying on the pencil has been formed, let him present Algebra wholly as a mental exercise, and he will be astonished at what can be done without the blackboard. And if he will subject himself to the same discipline, he will be still more astonished at his own achievements.

It will be seen that the study of Algebra, with the blind, is wholly an intellectual exercise. Peculiar circumstances forced this new method upon my attention. It is an expedient which saves time and labor. It is the fault of the age to resort to material illustration. The blackboard as now used is a positive disadvantage. He is called a proficient who can explain well upon it. What can a pupil do without such aid? Tell us that, before knowledge and discipline are graded. A pupil may imitate on the blackboard. None can who rely upon verbal analysis. For the mute the blackboard is indispensable. The eye must be addressed. But if the knowledge of the blind and the mute may be compared as a test of the two modes of instruction, oral instruction must be admitted to be vastly superior to ocular demonstration. Or, if the achievements of the blind, with all his disadvantages, be compared to the seeing, with all his faculties and all his aids, the blind will be found to be the equals if not the superiors in excellence. I have accomplished more satisfactory results by the methods stated than ever before. This I say after seven years' experience with the blind, and a much longer time with the seeing. I do not claim a new system of instruction, but a new method of presenting a subject, or, rather, an uncommon method. It is indeed *old*. It is a plain, simple, earnest, direct presentation of truth to the mind without *material* helps. It contemplates the statement of a principle and the study of that principle. Blackboards are useful in representing forms. But forms are not substance. Arithmetic is a science based upon a few principles; Algebra, upon a few axioms. But, in stead of these being accepted as facts, both are incumbered with innumerable rules. The chief duty of the teacher is to present the subjects in order, and that of the pupil is to master the difficulties. The greatest obstacles to more perfect scholarship are text-books full of *unnecessary rules and explanations, and the use of the blackboard.*

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#### WHAT CAN BE DONE TO IMPROVE OUR PRIMARY SCHOOLS?

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No possible question could be raised of more importance to the educational interests of any community. The strength of most communities, the wealth of benevolence, the prayers of the churches, have heretofore been chiefly for the blessing of a few hundreds in seminaries and colleges, for instruction of a few score in academies and high schools, while the foundation of the education of these same scores and hundreds is irregular and uncertain, and that of the masses in elementary schools has been almost wholly overlooked.

It has been well said that the educated man differs from the uneducated, not so much in what he actually knows, as in his power to

appropriate to himself the facts continually presented. All life is but a school, and the part we spend in a so-called school-house is valuable not merely for what is there learned, but more especially for the formation of habits and the cultivation of methods by which we may grasp the knowledge every where put within our reach. The Old Red Sandstone lay before thousands who only saw varying building-material where Hugh Miller learned to read a story of creation. Some years ago the United States Government sent an exploring expedition over the whole of the Amazon, over the Cassiquiare and the mouth of the Orinoco. The noble men at the head of that expedition developed much for general information; but only a few months ago another party, backed by private wealth in stead of a national treasury, spending weeks where the first expedition spent months, traversing but a portion of the original route, with but a fraction of the facts before it that the first party had, visited the Amazon, and the public already see through the trained eyes of Agassiz and his assistants a wealth of tropical vegetable and animal life before unknown. When Agassiz visited St. Louis and found several fishes previously undescribed, was it because he knew so much of the writings of earlier naturalists? The knowledge of Natural History was indispensable; yet there was in Agassiz a keen observation cultivated so as to make, if not an additional sense, at least vast additional power of existing senses, not possessed by naturalists who, with full access to all published on the subject, had for months and years overlooked the variations in the products of the river sold daily in their markets.

It is said of Edward Everett that he would master a new language in a month. Spanish and Italian and Arabic lie before any other as before him; but he had learned to see at once the relations of the general principles of language in special languages, which trouble the unskilled for years or for a lifetime.

Habits of accuracy in observation, in statement, and in movement, are to be formed, with respect for rightful authority to make dutiful children, upright citizens, and a God-fearing community. To secure this, the great work of the schools must be done in the elementary departments. More than two-thirds of the children in this and similar communities go forth to work and for various purposes before they are ready for the grammar schools. It is of vital importance to individual, to social and to national life, that in the brief period in which the school-influence is upon them it shall be the best possible influence.

Reading is the great key to unlock to us the treasures of thought, of investigation, and of experience of others. A good reader is in the way to any education which his circumstances admit. If we can send forth an army of good readers from our lower schools, we need not fear any decrease in knowledge in the community, how few soever

pass through the higher courses of study. To make such readers requires not only careful drill in pronunciation and articulation—the mere mechanical part of reading,—but such understanding of the subject matter as shall inspire a delivery that will convey to others a like understanding of the author. This can only be reached by the widest investigation to answer the questions that will arise in the daily reading-lessons.

We now embrace Reading and Spelling, with some Arithmetic and Geography, in our primary courses. We shall improve not so much by radical changes here as by giving better opportunity to work.

The primary teachers have frequently too many pupils for each. The teachers themselves are trained to make that a stepping-stone to other positions, in stead of being encouraged to develop their own power in a department that ought to rank as equal with others. In large buildings the lower primaries are often put down cellar, and teachers and pupils alike are confused and bewildered by the noises around and above them. The teachers should have such wages as will retain there such as develop those qualities specially demanded in a primary school. They need charts in variety for Drawing, for Reading, for Natural History, for helps in guiding and answering the thousands of questions every mother has heard from the little ever-active students at her feet. A well-equipped primary school should be a great well-ordered family, with its facilities for illustration, its pictures and its cabinet multiplied as many times as it exceeds the private family; its teacher in sympathy with childish needs, yet with womanly dignity to command respect, love, and obedience. Such teachers have gone from the primary schools of our state; such teachers are now in the schools, and others will follow in a brief apprenticeship, passing up and through and away without showing their full power as primary trainers, for want of proper support and opportunity, unless the process of putting up a loosely-fastened, unevenly-jointed educational structure, with uncertain foundation but gilded spire, shall be set aside, and broad foundations, firmly settled and compactly joined together, shall be placed first, making a basis upon which the work of a lifetime may be securely put, and then only have a beginning made in the work our Creator intended these minds to do.

*Rockford, Ill., April, 1868.*

JAS. H. BLODGETT.

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BENEVOLENCE is an active principle, prompting those whom it controls to exert themselves in all the modes of beneficence which are in their power, and required by the circumstances of their fellow creatures; its sole tendency is to employ itself in the solid and useful acts of kindness by which the real good of others is efficaciously promoted.



THE TOWNSHIP SYSTEM OF THE UNITED STATES.

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EVERY public-school teacher in Illinois, in making out his legal schedule, observes that the name of the township in which he teaches is not required, but that certain blanks must be filled with numbers, denoting townships and ranges. Thus he does not record 'a school kept in Princeton', but 'a school kept in township 16 N., Range 9 E. of the 4th Principal Meridian'. In other parts of the state he may have to record south townships in stead of north, and west ranges in stead of east, and to reckon from the 2d or 3d meridian.

He also finds that, in legal advertisements, lands are described by certain combinations of numbers, which are devoid of meaning to the uninstructed. The eastern man, accustomed to have given him the length and bearing of boundaries, and the names of the owners of adjacent lands, is puzzled to find the land which he may own, and might see, as has been done, his own land advertised for taxes without recognizing it.

I chanced one day to bring up the township system in an institute, when a very general ignorance was manifested. Some who knew the township number and range were wholly in the dark as to the exact meaning of the numbers, and most knew not even the number of their own township. Our County Superintendent finds that very few children in our schools know any thing about the subdivisions of the township.

For the benefit of those teachers who wish to find in the Teacher something which they can make practical, take right into their school-rooms, and teach to every pupil, without any fault-finding on the part of any parent, and to the profit, if not to the interest, of every pupil, the following article is prepared.

The states west of Pennsylvania and north of the Ohio, all the U. S. territory beyond the Mississippi excepting parts of Texas and Louisiana, all of Florida, and large portions of Alabama and Mississippi, are surveyed, or are to be surveyed, by the same system. Meridians, called principal, or standard, are carefully surveyed, and certain lines of latitude crossing them are selected as lines from which to reckon north and south. The lines of latitude surveyed are called base lines.

Six meridians are used for the surveys of the country between the Rocky Mountains and Pennsylvania.

The first principal meridian is the west boundary of Ohio, a line due north from the mouth of the Great Miami River to the south line of Michigan. Its base line crosses it at the south boundary of the tract called the Connecticut (or Western) Reserve. Only a small part of

the State of Ohio was surveyed by the government, as much of it was owned by states or companies before the Northwest Territory was granted to the United States.

The second meridian runs nearly through the centre of Indiana. Its base line crosses it a little north of New Albany, and is extended west to form the base line of the third meridian, crossing Illinois near Centralia. All of Indiana and a little of the east of Illinois is reckoned from this meridian.

The third meridian runs due north from the mouth of the Ohio to the Wisconsin line. Its base line has been given above. Most of Illinois is reckoned from it.

The fourth principal meridian starts at the mouth of the Illinois. Its base line runs west from Beardstown. All west of the Illinois River, all west of the third meridian and north of the Illinois, and all of Wisconsin, are reckoned from the fourth meridian.

The fifth principal meridian runs from the mouth of the White River. Its base line crosses it about on the latitude of Little Rock. More land of the region already surveyed is reckoned from this than from any other. It runs to British America.

The sixth meridian runs nearly through the centre of Kansas.

A township is as nearly six miles square as the shape of the earth will admit. Its east and west boundaries are true meridians. As the earth is a globe, the meridians converge, and a township which is six miles long on its south line will be somewhat less in length on its north line.

Townships are numbered north and south from the base line. Ranges are numbered east and west from the principal, or standard, meridian. Princeton, already mentioned, is 16 N., Range 9 E. of the fourth Meridian: that is, it is in the 16th row of townships north of the base line of that meridian, which crosses at Beardstown, and in the 9th row, counting east from the meridian. Mendota, only a few miles from it, is 36 N., 1 E. of the third Principal Meridian. The next township west of Mendota is 18 N., 11 E. of the fourth Meridian, as the third has no west ranges north of the Illinois River.

Townships, then, are reckoned as latitude and longitude are reckoned; but our measuring unit is a line of six miles long in stead of a degree, and the base line is the equator, or zero of the latitude. Any township whose number, range and meridian are given can easily be found on any map by careful measurement with dividers from the two lines.

But the system does not stop here. Every township is subdivided by a uniform plan into 36 sections, each 1 mile square. These sections are always numbered thus:

6	5	4	3	2	1
7	8	9	10	11	12
18	17	16	15	14	13
19	20	21	22	23	24
30	29	28	27	26	25
31	32	33	34	35	36

Township—6 miles square.

4	3	2	1
5	6	7	8
12	11	10	9
13	14	15	16

Section—1 m. sq.

Section 1 is always the northeast corner of the township, and 31 is always the southwest.

Each section is now divided by the government surveyors into sixteen parts, or forties, as they are often called. These forty-acre lots are all numbered on a plan similar to the whole township.

By this plan, any forty-acre lot in the new territories may be located exactly, and even smaller parts. Thus, in a paper lying by me, a man advertises ten acres from the S.E. corner of lot 16, section 21, of a certain township, and the star in the diagram above indicates where the lot is located.

Every child in our state ought to know these subdivisions of the township, and teachers are urged to take pains with their pupils, and by frequent drill to make it familiar as the alphabet. It is proposed at some future time to give the meridians and base lines of Michigan, of the land beyond the Rocky Mountains, and of the Gulf States, with some other facts of interest.

H. L. B.

## NATURAL HISTORY—CLASSIFICATION.

MORE than twenty centuries ago man was called a microcosm, or little world; but not until recently has the remark been appreciated. Perhaps the philosopher himself was not aware *how great a truth* he uttered. Man is indeed a little world.

There is not the smallest thing in nature that has not its counterpart in man; or, rather, there is not the smallest affection or thought in man that is not prefigured and typified in the world of nature around him. This is true of each of the great kingdoms of Nature; and, using this key, he who will unlock her great book and search out her hidden mysteries will not only have revealed to him her richest stores and most valuable treasures, but he will stand awe-struck at the very threshold as he gazes at the illimitable view opened up before him in *his own nature*.

So plainly is this law manifested, that we daily recognize it in our conversation; and yet it has never, until recently, been carried to its legitimate conclusions. Do we not compare the cruel, savage, blood-thirsty disposition in a man to a *tiger* in his heart? Do we not compare the artless innocence of a child to a *lamb*? When we depict the low, cunning deceitfulness of another, we liken him to a *serpent*; while his ambitious aspirations are symbolized by the flight of an

eagle, his low, sensual desires to the wallowing swine, and so on indefinitely.

If this is true, if *we can unfold* to view the inner man by studying the types of his thoughts and affections in the world of nature, how important does the study of Zoölogy, Botany, etc., become!

Natural History embraces in its widest sense the history not only of the animals and plants on the surface of the earth, but of every thing within its crust. We propose to limit this article to a brief sketch of the Classification of Animals, as embracing the most important part of Zoölogy.

This classification is not arbitrary; it is only tracing the *orderly steps* that mark all the works of the Creator, who is Wisdom and Order itself. As we look abroad over the Animal Kingdom, we are struck with the great *variety* of animal forms. To study it effectually we must have classification. This classification of the Animal Kingdom into types, classes, orders, etc., is as necessary as is the division of an army into corps, divisions, brigades, regiments, etc. So, to avoid confusion, and for the sake of convenience, we commence our classification by searching out some *leading characteristic* which seems to distinguish a large portion from the rest. For instance, we see that all animals have or have not backbones. The first we call Vertebrates, the second Invertebrates. A closer examination reveals the fact that there are *three* types of the Invertebrates. Some of them are *articulated*, or put together *with rings*, as the lobster, earthworm, etc.; some are of a *soft, yielding texture*, as the muscle, oyster, etc.; while others still have their organs arranged *around a centre*, like the rays of a star, as the jelly-fish, star-fish, coral, etc. Our classification, then, embraces the four following

TYPES.	{	<i>Vertebrates</i> (having backbones).
		<i>Articulates</i> (having rings or joints).
		<i>Mollusks</i> (soft, yielding, etc.).
		<i>Radiates</i> (organs arranged around a centre).

Suppose we now take the type of Vertebrates, and pursue the same course of investigation. We see at once that it includes a great variety of animals, some of which differ materially from others, in their structure, food, mode of life, etc.,—as, the hare differs from the hawk, or the perch from the serpent; while many of them are of the *same* general nature, and have their parts arranged upon the *same plan*; so we subdivide the Vertebrates into four classes, thus:

<i>Vertebrates.</i>	{	1—Mammals.
		2—Birds.
		3—Reptiles.
		4—Fishes.

Those of the first class *always produce their young alive*, and nourish them with milk from their own bodies, have *red blood*, and never more

than four feet. Those of the second class are clothed with feathers, are organized for flight, produce eggs from which their young are hatched, have also red blood, and only *two feet*. Those of the third class are *cold-blooded*, covered with scales, produce eggs, breathe by means of lungs, etc. Those of the fourth class are also cold-blooded, mostly covered with scales, but live entirely in the water, and breathe by means of gills, etc.

These are but a few of the leading characteristics that distinguish the classes of Vertebrates.

Let us now take one of these *classes*, say that of *Mammals*, and trace the differences still further, classifying those into one order that are alike in the complication of their structure, and we find the following *Orders* in the class of

Mammals.	1—Bimana (two-handed). Man.
	2—Quadrumana (four-handed). Monkey, ape, etc.
	3—Cheiroptera (bat-like animals).
	4—Insectivora (insect-eaters). Shrew, mole, etc.
	5—Carnivora (flesh-eaters). Tiger, wolf, etc.
	6—Marsupialia (pouched animals). Opossum, kangaroo, etc.
	7—Rodentia (gnawers). Beaver, rat, etc.
	8—Edentata (animals without cutting-teeth). Armadillo, ant-eater, etc.
	9—Pachydermata (thick-skinned). Elephant, rhinoceros, etc.
	10—Ruminantia (cud-chewers). Buffalo, sheep, deer, etc.
	11—Cetacea (whales). Dolphins, etc.

In like manner these orders might be subdivided into families, those again into genera, and those still again into species; but this is enough for our purpose. Each of the other types could be traced down in a similar manner, and we should then have an epitome of of the whole Animal Kingdom. Our classification now stands thus:

		Orders.	
		Classes.	
Types.			
1—Vertebrates.	{	1—Mammals.	1—Bimana.
		2—Birds.	2—Quadrumana.
		3—Reptiles.	3—Cheiroptera.
		4—Fishes.	4—Insectivora.
Invertebrates.	{	5—Carnivora.	5—Carnivora.
		6—Marsupialia.	6—Marsupialia.
		7—Rodentia.	7—Rodentia.
		8—Edentata.	8—Edentata.
		9—Pachydermata.	9—Pachydermata.
		10—Ruminantia.	10—Ruminantia.
		11—Cetacea.*	11—Cetacea.*

In presenting the subject of Classification, great care should be taken to make it interesting, not to enter too much into the dry details. Technical terms are apt to frighten or discourage scholars at first. The teacher should never use the technical term, unless he follows it with its equivalent. Let him speak of Ruminantia, or *cud-chewers*, of Rodentia, or *gnawers*, etc., and require the pupil to do the same, until he is thoroughly familiar with them, and *then* the technical term may be used and the other omitted. A teacher or lecturer alive to his duty can not fail to make this subject deeply interesting. Seizing upon some leading feature, or some little peculiarity, he can

\*This is Prof. Tenney's classification, and, with some modification, is the same as that generally used.



trace out a whole fund of information, and rivet the attention of his hearers, as he proceeds.

Let him tell them, as he describes the Marsupials, for example, that only one family of this order is found, so far as known, on the Western Continent,—namely, the opossum; describe the peculiar manner in which the young are reared, being no larger than a common-sized bean when born, how they are afterward received into the pouch of the mother, and there nourished, and that only after four or five weeks do they venture forth, at which time they are popularly supposed to be first born, and how, upon the approach of danger, they again seek the mother's protecting pouch, until the danger has passed, and that this is continued until they are large enough to care for themselves, or too large for the mother to accommodate. Let him tell them how the habits of this animal gave rise to the expression playing 'possum', by feigning death, and this so perfectly as some times to deceive dogs and inexperienced hunters, even suffering themselves to be handled with impunity, thrown around, etc., until such time as they suppose themselves unobserved, when they quietly steal off; that, strange as it may seem, while only one family of this kind is known in America, *all* of the mammals in Australia, over one hundred of which are known, are of this order, such as the kangaroo, flying opossum, etc.

In speaking of the pachydermata, or thick-skinned animals, let him mention similar interesting peculiarities; as, for instance, the fact that the grinders of the elephant succeed each other laterally from behind forward, and as the forward one is worn out or displaced, the one behind succeeds it, and so on until all of the grinders, six or seven in number on each side, have in this manner passed forward; that in this it differs from the tooth of the rodent or gnawer, which is chisel-shaped, and suited for gnawing, the outer portion of which is composed of a hard enamel, while the inner is of a much softer kind of bone, so that as the animal gnaws, he wears away the inside of the tooth first, and leaves the enameled part projecting, and still sharp, so that the tooth never grows dull; and as the enameled part wears away the whole tooth is slowly projected upward to supply the wear, which would otherwise soon result in the animal's death. Then let him question the class closely on what they have heard, and what they have learned from the text-book.

Such facts as these, coupled with the otherwise dry details, will impress the class, form vivid pictures in the mind, and encourage a love of study and investigation.

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In the work of school discipline, he governs best who seems not to govern at all.

THOMAS ARNOLD AS A TEACHER.

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His whole method was founded on the principle of awakening the intellect of every individual boy. Hence it was his practice to teach by questioning. As a general rule, he never gave information except as a kind of reward for an answer, and often withheld it altogether, or checked himself in the very act of uttering it, from a sense that those whom he was addressing had not sufficient interest or sympathy to entitle them to receive it. His explanations were as short as possible—enough to dispose of the difficulty and no more; and his questions were of a kind to call the attention of the boys to the real point of every subject and to disclose to them the exact boundaries of what they knew or did not know. With regard to younger boys, he said, "It is a great mistake to think that they should *understand* all they learn; for God has ordered that in youth the memory should act vigorously, independent of the understanding—whereas a man can not usually recollect a thing unless he understands it." But in proportion to their advance in the school he tried to cultivate in them a habit not only of collecting facts, but of expressing themselves with facility, and of understanding the principles on which their facts rested. "You come here", he said, "not to read, but to learn how to read"; and thus the greater part of his instructions were interwoven with the processes of their own minds: there was a continual reference to their thoughts, an acknowledgment that, so far as their information and power of reasoning could take them, they ought to have an opinion of their own. He was evidently working not for but with the form, as if they were equally interested with himself in making out the meaning of the passage before them. His object was to set them right, not by correcting them at once, but either by gradually helping them on to a true answer, or by making the answers of the more advanced part of the form serve as a medium through which his instruction might be communicated to the less advanced. Such a system he thought valuable alike to both classes of boys. To those who by natural quickness or greater experience of his teaching were more able to understand his instructions, it confirmed the sense of the responsible position which they held in the school, intellectually as well as morally. To a boy less ready or less accustomed to it, it gave precisely what he conceived that such a character required. "He wants this," to use his own words, "and he wants it daily—not only to interest and excite him, but to dispel what is very apt to grow around a lonely reader not constantly questioned—a haze of indistinctness as to consciousness of his own knowledge or ignorance; he takes a vague impression for a definite one, an imperfect notion for

one that is full and complete, and in this way he is continually deceiving himself."

Intellectually, as well as morally, he felt that the teacher ought himself to be perpetually learning, and so constantly above the level of his scholars. "I am sure", he said, speaking of his pupils at Laleham, "that I do not judge of them or expect of them as I should if I were not taking pains to improve my own mind." For this reason he maintained that no schoolmaster ought to remain at his post much more than fourteen or fifteen years, lest, by that time, he should have fallen behind the scholarship of the age; and by his own reading and literary works he endeavored constantly to act upon this principle himself. "For nineteen out of twenty boys", he said once to Archbishop Whately, in speaking of the importance not only of information but of real ability in assistant-masters (and his remark, of course, applied still more to the station which he occupied himself), "ordinary men may be quite sufficient; but the twentieth, the boy of real talents, who is more important than the others, is liable to suffer injury from not being early placed under the training of one whom he can, on close inspection, look up to as his superior in something besides mere knowledge. The dangers", he observed "are of various kinds. One boy may acquire a contempt for the information itself, which he sees possessed by a man whom he feels nevertheless to be far below him. Another will fancy himself as much above nearly all the world as he feels he is above his own tutor, and will become self-sufficient and scornful. A third will believe it to be his duty, as a point of humility, to bring himself down intellectually to a level with one whom he feels bound to reverence; and thus there have been instances where the veneration of a young man of ability for a teacher of small powers has been like a mill-stone round the neck of an eagle."

Stanley's Biography.

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## C A L I F O R N I A .

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By the courtesy of the retiring State Superintendent, Hon. John Swett, we are in receipt of a copy of his report for the years 1866 and 1867. We have seen no where a volume in which many of the vital questions arising in education and school-management are more ably or more intelligently discussed. It contains also a very full statement of the present condition of education in the state and the agencies by which it is conducted. Our March number gave quite full statistics from the report. Mr. Swett has presented a contrast between the present educational status of the state and that of four years since,

when he entered upon the duties of the office. We quote some of the facts. Then the annual income for school purposes was \$480,000, now it is \$1,287,000; then tuition was largely paid by rate-bills, now every child is by law entitled to free instruction from three months upward, according to the size of the district; the California Teacher has been established, reaching every school-officer, read by every teacher, and placed in every school-library in the state; every Board of Examination is composed of professional teachers exclusively; then county institutes were held in only two or three counties, now the law requires one annually in every county having ten school-districts, requires that teachers shall attend, and that Trustees shall continue their salaries during attendance; teachers' and district libraries have been organized; a uniform series of text-books has been established throughout the state.

So many and so great changes for the better, taking place during one man's four years' administration of the educational department of a great state, are alone enough to entitle him to rank among the ablest educators of the age. What farther increases our admiration for Mr. Swett is that, as he lays aside the dignity of office, he retires again to the school-room to ornament the profession which he has so zealously labored to upbuild. We are sure that we can do no greater service to the teachers of Illinois than to place before them the stirring and eloquent words with which the late Superintendent, now Principal of the Denman School, San Francisco, closes his report:

Fellow teachers! the work is in your hands. All the machinery of school law, all the money raised by school-taxes, all the school-houses built are of little avail if you fail in the final work of actually forming and moulding mind and character. But your work is not, indeed, limited to the school-room alone. You must make your influence felt on society. Attend the County Institutes, write essays, and engage in debates and discussions. Write for the local papers. Subscribe for and read carefully half a dozen of the best school journals in the United States, and learn what is going on in the educational world. In stead of complaining about the lack of interest on the part of parents, visit every family in the district, and wake up the fathers and mothers from their lethargy. Hold frequent examinations and exhibitions, for the purpose of bringing the people in direct contact with the school and its influences. Start a subscription to increase the school library. A little money directly from the pockets of the parents will lead to a better appreciation of the value of books. Harass the Trustees until they purchase school apparatus, furnish new desks, or build a new school-house, if one is needed. If a special tax is necessary, canvass the district for it with the zeal and earnestness of a professional politician. Visit other schools, read new works on education, and adopt new methods of instruction. If you wrap yourselves up in your own conceit, and imagine that no body can tell you any thing about 'keeping school', you will never rank among the progressives.

If the teacher be a man among men, he will command respect; but

if he confine himself to the school-room, if he deal only with books and boys, if he write nothing, say nothing, and do nothing, society will be certain to estimate him by value received. The true teacher should be a thinker and a doer. The scholarship required of the teacher is a peculiar one. There is a sham scholarship which prides itself on diplomas, flaunts Latinized phrases, and ignores plain Saxon. There are pedants who hide their shallowness under the veil of dullness. Like Wouter Van Twiller, the old Dutch Governor of New York, they gain credit for knowing a vast deal by saying nothing at all. But any teacher with his intellectual and spiritual faculties in good working condition can be a scholar, whether educated *in* the schools or *out* of them.

The teacher, above all others, should be endowed with that force of character which stamps its impress on all that come in contact with it; for he is tested by what he does, not by what he knows. A living man is wanted, not a walking library. He must kindle other souls into enthusiasm by a spark of electric fire from his own.

It is often said that teaching narrows the mind, belittles the man, and makes him merely a dray-horse in the monotonous round of the limited circle of the school-room. It *may* be so — it some times *is* so; but it is not a necessary result, if the teacher have in him any elements of progression. The same holds true of other professions and occupations; the thinker grows, and the imitator dwarfs and sinks into a retailer of second-hand thoughts.

While teachers devote themselves to the training of boys and girls, let them not neglect their own mental and spiritual development, bearing in mind, with Plato, that "man can not propose a holier object of study than education, and all that appertains to education."

We are apt to consider immediate results rather than their remote causes; and hence the power of the public schools is seldom fully realized.

Light, heat and electricity build up the material life of the globe out of inorganic matter, yet so slowly and silently that we hardly observe the workings of their subtle agencies. So the schools act upon society, and organize its life out of the atoms of undeveloped humanity attracted to the school-rooms.

A few weeks since I visited one of the great quartz mills in the interior of the state. I descended the deep shaft, where stalwart men were blasting and delving in solid rock. Above, the magnificent mill, with fifty stamps, like some gigantic monster, was crushing and tearing the white quartz with its iron teeth; and I saw the immediate result of all this work in the heavy bars of pure gold, all ready to be stamped with their commercial value, and to enter into the great channels of trade. Then I entered a public school a few rods distant, where a hundred children were sitting, silently learning their lessons. I realized the relation of the mill and mine to the material prosperity of the state; but the school, what did it yield?

I rode over the line of the Central Pacific Railroad from the spring time of Sacramento into the snowy winter of the Sierra, and I saw the beginning of the great commercial aorta of a continent. On its cuts, and embankments, and rails, and locomotives, more money had already been expended than has been paid for schools since the history of our state began. I could see the tangible results of the labor expended upon the road; but where should I look for the value



received to balance the cost of the schools? After thundering down on its iron rails from the mountain summits, I stepped into the Sacramento High School, and I thought to myself: What are these boys and girls doing, compared with the men who are paving the great highway of a nation?

I go out into the streets of this great city; I hear every where the hum of industry; I see great blocks of buildings going up, under the hands of busy mechanics; I see the smoke of the machine-shops and foundries, where skillful artisans are constructing the marvelous productions of inventive genius; I see the clipper ships discharging their cargoes; drays are thundering over the pavement; the banks are open, and keen-sighted capitalists are on 'change; and when I go to visit some little school-room, where a quiet woman is teaching reading and spelling to the little children, the school seems to be something distinct from the busy life outside.

A short time ago, I saw that ocean leviathan, the 'Colorado', swing majestically out into the stream, amid the shouts of thousands of assembled spectators, and glide off through the Golden Gate, to weave a net-work of commercial interests between the Occident and the Orient; and when, a few days after, I stood in the Lincoln School-house, where a thousand boys were reciting their lessons, I asked: What are they doing for the city in return for \$125,000 invested in the house, and \$30,000 a year paid to the teachers? The steamship comes back with its passengers and freight, and makes its monthly returns of net profits; but when will the school show its balance-sheet?

But when I pause to remember that the steam-engine was once but a dim idea in the brain of a boy; that intelligence is the motive power of trade and commerce; that the great city, with banks, and warehouses, and princely residences, has been built up by intelligent labor; that in the construction and navigation of the ocean-steamer so many of the principles of art and science must be applied; I see in the public school, with its busy brains, an engine mightier than one of steam; and the narrow aisles of the school-room broaden into the wide and thronged streets of the great city. I know that the school-boys will soon become workers; that one will command the steamship, and one will become the engineer; one will be a director of the Central Pacific Railroad, and one will ride over it to take his seat in the Senate of the United States; one will own the quartz-mill; another will build the machinery, and another still will invent some improved method of working its ores; one will be the merchant who shall direct the channels of trade; one will be the president of the bank, and another shall frame laws for the protection of all those varied interests; —and the teacher, whose occupation seemed so disconnected from the progress of human affairs, becomes a worker on mind which shall hold the mastery over material things.

I go out at night and wing my way in imagination from star to star, from island-universe to island-universe, and to the dim nebulae which lie like films of light on the darkness of space, and I vainly strive to form some faint conception of the scale on which the universe is built — of the mutual attractions, relations and revolutions of the atoms of starry light that fill the universe with splendor.

So, when I ponder on the subtle relations of the teacher to the nebulous atoms of forming mind which must soon condense into society;

when I think how his power over one mind will extend to hundreds, the circle ever widening with time until their relations become as complicated as the complex attractions of the stars, and their influence as far-reaching and as sure as that of gravity—I vainly strive to measure the responsibilities of the teacher or the results of his work.

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## PICTURES IN SCHOOL-BOOKS.

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IN no single respect have our school text-books improved more than in the matter of illustration. Comparing some of the recent geographies with the Malte-Brun and Olney of my childhood, it is easy to see that the art of wood-engraving has advanced, and that publishers know the value of life-like illustrations. But there is still room for improvement. Teachers must make suggestions to publishers in regard to the defects of pictures as they come under notice, and insist that children have 'things as they are' presented to them in their readers, geographies, and histories.

While looking over several geographies for the purpose of comparing certain points, my attention was attracted to their pictorial presentation of the same scene. Niagara Falls, six times represented, had in only one case any resemblance to the stereoscopic view of the whole fall, and no hint was given in any case as to the location of the spectator. The Natural Bridge of Virginia, four times repeated, showed more correspondence, and yet no two views were alike.

A slight explanation, stating when and where the view was taken, adds greatly to the value of a picture; thus, "View of Boston in 1867. Taken from Dorchester Heights, looking northwest." Such a title helps one to understand the picture.

Unmeaning pictures are introduced. Conscious of the value of illustrations, some publishers seem to aim to insert them at regular intervals, whether they add any thing or not to the text. Some firms show a skillful economy in working over their old engravings, like the Harpers, who illustrate their magazine and also their Readers, with cuts which once did duty in their Pictorial Bible. Pictures which are too indistinct and vague are inserted. 'A view of Concord, N. H.', before me, might be a view of any other town as well; it has not a single feature to identify it by. 'A view of Mt. Washington' might as well be a view of the Black Mountain, as it only shows such hills and such trees as can be made by any artist any where. If New Hampshire is to be illustrated, there are hundreds of excellent photographs to be had, which will give such scenes as the 'Old Man of the Mountain', and the Notch, or the Flume. These curious and famous

objects are valuable and fix something on the mind. 'A storm on Lake Erie' may as well be a storm on the Gulf of Mexico. 'Steamer Adriatic, crossing the Atlantic', may as well be, 'Steamer Golden Gate, crossing the Pacific'. The title adds nothing to the picture. In one geography, which groups the animals of the grand divisions in a highly artistic manner, making the lion lie down with the kid, the horse figures three times, while the armadillo, the sloth and the reindeer are wanting. What need of picturing to the child what he sees daily? Why should American text-books so generally picture Indian corn, and so seldom give the cactus, or the palmetto, or the cypress-knees, or the giant-trees of California, or some of our curious and uncommon vegetable productions?

Not enough attention is paid to proportionate size. I have before me a picture of an elephant leaning against a cocoa-palm tree. On the tree are two birds-of-paradise, whose bodies, including tails, are as long as the leaves of the palm, and equal to the height of the elephant. I have a picture of a whale throwing into the air a whale-boat and crew, and the eye of the whale, which is in reality little larger than that of the ox, is, by comparison, nearly two feet in diameter. On the same page are pictures of the flying-fish, and the dolphin. The former is a little *larger* than the latter. I remember as a child that I always thought the reindeer was as large as a moose from the pictures of my school-books.

Pictures are grossly incorrect in matters of fact. I have seen at least a dozen pictures of a woman milking with the milker on the wrong side of the cow. I have seen the teamster represented as walking on the 'off-side' of his team, driving four spirited horses to the hayfield with a long whip and no reins. I have seen men mowing from left to right, and cutting tall wheat with a grass-scythe, and binders sorting it to bind. I have seen pictures of cotton-picking in the Southern States, with date-palm trees growing among the cotton, and of cotton-pressing, with the negroes coming in long procession from the field, emptying the unginned cotton directly into the press. One geography, declaring that the pampas are absolutely treeless, introduces a picture of 'Cattle-catching on the Pampas', with a grove of palm-trees in the centre. Any one who will examine our school-books and children's papers will find abundance of such blunders.

Anachronisms abound, especially in matters of costume. Take the very common pictures of the 'Landing of the Pilgrims',—you will probably find no two alike,—and notice the variety of dress. Our Sabbath-school books are vile offenders of this class, even giving crinoline to the good little girl of a century ago, and representing the fishermen of Galilee in modern costume. Cheap, high-colored lithographs are often to be seen, where the prodigal son is represented in a blue dress-coat, with brass buttons, and drinking from a tall beer-

glass something which seems to have come from a bottle upon a very modern table.

Teachers must call attention to these pictorial absurdities, and set their pupils to observe sharply the excellences and defects of the pictures which they examine. A love of truth, a habit of close observation, and valuable helps to judicious criticism, may thus be imparted. Even the faults of a text-book may be made valuable lessons, if in no other way, to break up the credulous belief in the infallibility of a book, which is the daily injury of many teachers and pupils. Y. S. D.

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### THE STUDY OF HISTORY.—SECOND ARTICLE.

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MR. EDITOR: In my former article I stated some of the advantages of the Study of History. Without pausing to complete the statement, I proceed to consider the principles involved, and the essential conditions of a successful prosecution of this study, with the methods by which I have attempted to meet these conditions. But first it should be remarked that each kind of knowledge has its own special logic, laws of association, and relations of facts; and hence each one must have its own peculiar methods of acquisition and study. The linguist does not pursue his studies in the same way with the mathematician, and he who attempts to teach history by the methods he uses in teaching grammar or natural science must necessarily fail. The facts and principles differ in kind, and the same mental faculties are not called into exercise in the one case as in the other. The sciences of language and mathematics may be stated in concise formal propositions, which the pupil may learn and then apply in endless illustrations and examples; and hence these sciences can be concisely comprehended in text-books of moderate size. But history, which is the narrative of thousands of complex facts, each constituting an essential part of one complete story, can not be condensed into brief general statements and compressed into small text-books for the schools. *History can not be abridged.* A dry statement of its leading facts no more makes history than the three or four words which stand as principal parts in a sentence embody the real thought of that sentence. As well abridge Shakespeare or Milton by leaving out all but the grammatical subjects and predicates of their successive sentences, as attempt to represent the story of some great period or people by a simple compendium of the chief facts in that story. Hence my first main principle: that *the student of history must draw from the fullest sources.* He must have access to some of the best authorities, and be taught to collect and critically

array all the attainable facts on each point. The text-book should be a simple guide for the search,—a hand-book of references to the fuller authorities.

But history, taken at large, is terribly voluminous. The student is in danger of being confused and lost in the endless multitude of details. From this he can only be saved by *fixing in mind a clear outline of the period or epoch he would study*. Into this outline he may bring each new fact he gathers till he fills it out with the full and perfect picture of the entire period. Hence his hand-book should supply him a true outline map, as it were, by selecting for him the great salient facts which mark the beginning, the crises and the close of the period. The minutest details he must fill up by the careful study of books of reference, and give body and vitality to it all by visiting, in thought, each scene, and pondering, as if present, each person and event.

Leaving, with this brief discussion, these two great principles of historical study, we come finally to its essential practical conditions. All historical relations of events reveal themselves under the two main categories of *Time* and *Place*. In the relations of time the sequences of historic cause and effects appear; in the relations of territory are seen the connection of historic movement and circumstances. In the light, then, of these two sets of relations, must each event of history be studied. All the subtler and ideal relations of human life and progress are revealed to us only under these two main, material formulas. Hence Geography and Chronology, or the science of places and the science of times, are the two primary conditions of all successful study of historical science. They do not, indeed, constitute any part of the philosophy of history, which lies wholly in the higher relations of ideas and in the vital conditions of being; but without a clear and constant perception of time and place no philosophy of history is possible. All history must take rise and root from these.

1. Historical Geography, like all descriptive geography, can only be learned well from good maps. It only needs, therefore, that the student of history shall constantly localize, by reference to the map, each historic event and movement. *No method of studying history can be successful that omits or intermits this*. Those who have never thoroughly tried it can scarcely conceive the fresh and vivid interest which will be thrown into the study by thus laying down every inch and incident of the story on the map, and following every movement and migration over the pictured lands and waters. It is the *sine qua non* of history.

2. But Chronology—the points and spaces of time—how shall we successfully study that? The visionless lapse of years, and the numbers that designate their dates, are abstract conceptions of thought. They present no visible outline to the senses, and, to the young, are naught but empty words, containing no adequate conception or fact.



The memory of dates is proverbially difficult. All teachers have noticed this, but how few have reflected that these dates, even when laboriously remembered, almost utterly fail to represent the *lapses* of time. They show the limiting *points*, not the expanded *periods*, of Chronology. And the lateral spread of contemporaneous history, the third and most important element in a complete Chronology, they fail to suggest at all. In the stretch of its great periods, and in the wide sweep of its concurrent and contemporary movements, lie the very substance and utility of Chronological science, and these, mere numbers can not represent at all.

The obvious and only remedy for the difficulty is to *represent time by space* rather than by numbers. On this idea all charts of Chronology have been constructed, and their utility has been in proportion as they have conformed to the essential laws of 'local association' or local memory. Unfortunately, these laws have been overlooked or misunderstood, and the charts have, therefore, involved one or more of the following fatal errors: 1st. They have represented equal times by unequal spaces, as in Strauss's 'Stream of Time', thus leading to erroneous conceptions of the length of periods. 2d. They have indefinitely multiplied the spaces on the same chart, in the vain attempt to comprehend universal history in a single representation, thus transcending the ordinary power of the 'local memory', and confusing its action. 3d. They have failed to make any such arrangement of the spaces as may be easily and unerringly interpreted into numbers, and thus have failed to teach dates. Bem's Chart of Chronology, which was one of the best ever published, failed, by a too minute and useless subdivision of the spaces, in the effort to represent, not only the time, but the classes of events; and by the use of arbitrary symbols, which burdened the memory with the double task of recollecting the place of the event and the meaning of the symbol.

The same earnest desire for the more general introduction of the study of history which first induced the preparation of the 'Map of Time' may excuse the mention of it here. This chart of Chronology and History was the result of a long series of experiments, and was based upon a careful study of the foregoing principles and essential conditions of historical knowledge. It involved a profound study of the way in which the 'local association' of ideas is formed, and of the extent to which the local memory may be used. The result is a chart, or series of charts, in which each century, and each year in the century, has its fixed and easily-remembered place, and the association of dates, formed without effort, is almost indelibly fixed upon the memory. The length of periods becomes a matter of sight, and the progress of contemporary events is learned by necessary association. Time is spread out as on a field of vision, and the centuries and decades are mapped as if they were continents and states. The

outlines of historic periods are established in the mind as are the grander features of a country one has explored, and every new fact learned assumes its proper place in the outline without effort, and its relations are revealed as if to the eye. Detached periods, or distinct national histories, may thus be studied by themselves, without danger of taking them out of their proper place or connections, or exaggerating them into undue importance. In short, *History is*, by this plan, *put visibly into Time*, and associated indelibly with it.

'The Hand-Book of History and Chronology', designed to accompany the 'Map of Time', forms also a part of the system. It is a simple guide, giving in clear but concise form those prominent facts which form the outline of history, and furnishing thus the select subject-matter for good class drills, while by its references it constantly sends the learner to the larger standard histories for the details necessary to a full and interesting knowledge of the several events.

The final feature of the system is the introduction of blackboard exercises, and the use of blank books in which the Map is reproduced and other exercises are performed by each pupil. No argument need be made here for these manual methods. The blackboard has been the main instrument in the modern improvements in teaching, and its use in the study of history will only be another proof of its universal value.

The main features of the system here proposed may be thus briefly stated.

- 1st. The study of full histories rather than abridgments.
- 2d. The fixing in the mind of clear outlines to be filled up by subsequent study.
- 3d. The ineffaceable association of history with its time and place.
- 4th. The representation of time both into points and periods to the eye.
- 5th. The use of manual methods and blackboard exercises, as explained in the 'Century-Book', the blank book prepared to complete the system.

J. M. G.

*Industrial University, June 25th, 1868.*

**STATE CERTIFICATES.**—There will be an examination for State Certificates during the session of the Illinois State Teachers' Institute, which is to be held in the Normal University, commencing on Monday, August 3, 1868, and continuing two weeks.

An examination for State Certificates will also be held at Centralia, September 1st and 2d, in connection with the Southern Illinois Educational Convention, which has been called to meet at that time and place.

Any further information that may be desired respecting either of these Examinations will be furnished upon applying to President Edwards, Normal, Ill., or to the undersigned.

NEWTON BATEMAN, Sup't Pub. Inst.

## EDITORIAL DEPARTMENT.

*EDITOR'S CHAIR.*

OUR STATE REFORM SCHOOLS.—For several years the State Teachers' Association, at its annual meetings, had before it the subject of a State Reform School, and at successive meetings the great need of such a school (or schools) was affirmed by resolutions, passed unanimously, calling upon the legislature to take action in the matter and establish such a school. It was finally voted to appoint a committee to memorialize the legislature upon the subject, which committee should furthermore visit Springfield during the session of the General Assembly and endeavor to secure the passage of a proper bill for the establishment of one or more of such institutions. Mr. A. M. Gow, so well known to the teachers of our state—now so ably filling the office of Superintendent of Schools at Evansville, Ind.,—to whose able and persistent efforts and reports much of the interest felt in the subject was owing, was appointed that committee. He secured the almost unanimous opinions of the various judges of our courts, and of other able lawyers, in favor of the necessity of such an institution, which opinions he published and circulated largely, together with arguments from other points of view. Much of this he also embodied in Rev. Mr. Lathrop's book on 'Crime and its Punishment', which book was itself an able plea in the same direction. During the last session of the legislature Mr. Gow remained in Springfield, laboring assiduously with the members, and endeavoring to secure the passage of a proper bill for the establishment of such a school. In this he met with the usual difficulties of ignorance upon the subject, utter carelessness, prejudice, etc. Many of the lawyers especially wished it to be a miniature state-prison, entirely ignoring the reformatory character of the institution. In addition to these, there were other and extraordinary difficulties to meet. There were before the legislature many large interests—such as the opposition to railroad monopoly, the question of canal extension, of the location of the Industrial University, of the new State House, and the removal of the capital of the state to some other city than Springfield, of the Southern Penitentiary etc., etc. In the midst of these, it was hardly to be expected that a purely benevolent matter, like this, would meet with any attention. In the forming of 'rings' it could have but little moment, and indeed was simply considered by many a mere make-weight, which might be tossed to one party or another, as it was needed. Amid all these discouragements, Mr. Gow persevered, and finally succeeded in securing the passage, at the close of the session, of a bill, which, if not the best conceivable, was yet the best possible. At the extra session, called by the Governor, the matter of appointing the Trustees of the Reform School was one of those specified. But here the matter was again complicated with other interests of greater political and sectional moment, and consequently the nominations sent in were not confirmed. Thus was postponed for two years at least the consummation of this great and most desirable work, and that, too, not upon any consideration of its own merits. To many legislators it mattered little whether a young soul should be ruined for ever and condemned to a life of ignominy and shame, whether the community should be outraged by crime; but it did matter much whether the northern or the southern, the eastern or the western portion of the state should have money expended in it, or whether this or that man should have the direction of its expenditure, and, consequently, the opportunity of enriching himself.

For, as to the matter of the need of such schools, there is, and can be, no intelligent opposition. Any one who has never thought upon the subject before will find himself stirred with new convictions as he peruses the statement of the judges of our courts. Especially will it be so if he ever visits our state-prison, and there sees, as he may, young boys confined within its walls, thence to issue with a ruined reputation, and steeped in crime from their inevitable associations. At an age when others are at school, learning lessons of virtue and knowledge that shall fit them for lives of usefulness and reputation, they are at a school from which they can graduate only to deeper shades of vice and infamy.

This is peculiarly a matter calling upon us as teachers for our efforts and labors. The ministry should also take the matter in hand, and, conjointly with us, demand that matters of such weighty moment shall not henceforth be sacrificed, or made subordinate, to those of infinitely less importance, except in the eyes of politicians. Let our teachers all over the state, at all their associations and convocations, give utterance to their feelings upon this matter. We hope that at Centralia, at Bloomington, and especially at the next meeting of the Association at Peoria, there will be uttered no uncertain sound, but one that shall arouse the people upon the subject, that they see to it that the almost ripened fruits of their labors be not wrested from them. Let them demand that a question like this be taken out of the domain of partisan politics, from the sphere of all rings, and be treated upon its merits alone, as a great measure imperatively demanded by the public weal. It is not so much matter where the Reform School be established, as it is that it be founded on correct principles, intrusted to proper hands, and that it be done *at once*.

WE have received the following strictures upon our notice of Oliver Optic's books, which we publish as containing matter of thought for all. While we do not deem the Optic books so harmful as does our correspondent, we yet admit that it would be far better if the young could be led to books of higher tone and greater value. We think ourselves that some of the later books are liable to the charge of too great admixture of slang. Still, in spite of all, we think it true that, taking the world as it is, not as it ought to be, the books of Oliver Optic are better reading for the young than what the great majority actually do and will read.

*To the Editor of the Teacher*—Dear Sir: I have been for some time considering the propriety of sending my protest against a notice of Oliver Optic's books which appeared in your March number, and now, though late, I have concluded to do so.

In what you say there you are, I know, borne out by nearly all the booksellers, many critics and newspaper writers, and the great body of young people. Oliver Optic's works are bought up with avidity, as the statistics of his publishers show. No librarian of any library which contains juvenile books but will testify to the constant demand for these volumes. No one who owns them but can find plenty of eager borrowers. "Well," you may ask, "what better proof is required of the truth of what we say?" Mr. Editor, is success any test of merit? Of course, in one sense it is. A writer aims to amuse. If his books sell, it proves that the public finds him amusing; if not, his attempt is a failure. So far, so good: but what is it that amuses the public? Is it always what is likely to do them good, or at least to do them no injury? Write and ask Mr. Bonner what is the weekly circulation of his Ledger. Ask the publishers of the Dime Novels how many thousands they send out in a year. Just what Ledger stories and Dime Novels are to the adult, Oliver Optic's books are to the juvenile public. They are never immoral: Bonner boasts himself greatly over this fact. The good always prosper and the bad come to grief, in the end. Oaths are sparingly admitted, and slang—well, to be sure, that is abundant; but then, good grammatical English is so tame, you know, and really boys do talk a great deal of slang, and we want to paint them as they really are—no prodigies for us.

But seriously, Mr. Editor, I feel strongly upon this subject. In helping to prepare a catalogue of good, pure, well-written, interesting books for children and young people, it has fallen to my share to read nearly all of Optic's later works; and I can truly say there is not one of them which I would present to a boy in whom I was interested. I took up *Young America Abroad*, hoping that this class of books might be an improvement on the others; but I was disappointed. The story is utterly improbable, the adventures, many of them, impossible, the bad characters such as I should be loth to have a young lad conceive of as possible in real boys like himself. The geographical and historical information is done up in compact, dry parcels, just convenient to be skipped, as they certainly will be: in short, I could not find one redeeming feature.

Or look at "Seek and Find". Read it carefully, and then, if you can, repeat your statement that Mr. Adams "is one of the few writers for the young that can be commended with no reserves."

The worst effect of such reading is the distaste it excites for any other. Boys and girls can be interested in better things, if they are not cloyed and excited by such as these. Abbott's *Juvenile Histories*, for example, have had a great run; so have all of Abbott's books. A good work on *Natural History* with anecdotes and illustrations, like the *Butterfly Hunters*; such books as Miss Edgeworth's, or Mary Howitt's, or Mrs. H. C. Knight's all will delight and interest young people, as Motley and Prescott, Scott and Dickens, will their elders. But

feed a man or a woman on Miss Braddon, or Mrs. Southworth, or Wilkie Collins for a while, and they find Scott tame, Dickens dull, and history unreadable. Just so it is with boys and girls who are surfeited with such books as those we have now been considering. And then we praise and admire the man who, with such marvellous powers of production, feeds to the full the unhealthy craving for which he alone is responsible.

F. A. M.

**AMERICAN INSTITUTE OF INSTRUCTION.**—The thirty-ninth annual meeting of this body will be held at Pittsfield, Mass., on the 5th, 6th and 7th days of August.

**AMERICAN ASSOCIATION OF SCIENCE.**—The seventeenth annual meeting of this body will be held in Chicago, commencing August 5th. Preparations are being made for a full meeting.

S. M. ETTER has resigned his place at Kewanee, and has been elected Superintendent of the Public Schools of Bloomington, with a salary of \$1800. Mr. Etter is one of the most successful superintendents in the Northwest. His large experience in the school-room, peculiar tact, and ready adaptation in the management of Young America, and his genial manners in his intercourse with the public, together with that common sense that never fails him in any emergency, render him one of the best school managers in the country. The people of Bloomington may thank their good fortune in the possession of a Board of Education having the discernment to select so good a man for so important a place.

MR. W. H. RUSSELL, recently First Assistant in the Peoria High School, takes the place of Mr. Etter at Kewanee, with a salary of \$1500 for the school year of nine months. Mr. R. is a gentleman of rare ability and fine attainments, and will prove himself well qualified for the position he has been called to fill. N.

GOLDWIN SMITH, the distinguished English writer, it is stated, is to make this country his residence, for the purpose of pursuing his investigations into our early history. For this purpose, he has chosen Providence, R. I., as his place of residence.

CHARLES E. HOVEY, formerly Editor of the Teacher and Principal of the Illinois Normal University, has been brevetted Major General, for gallant conduct during the late war.

PROF. HEWETT, of the Normal University, after many years of constant and successful teaching, has asked and received leave of absence from his professorship for a year.

PROF. J. B. TURNER, of Jacksonville, has been nominated for Congress by the Republicans of his district. No better nomination could have been made.

PROF. A. S. WELCH, formerly of the Michigan State Normal School, and well known to the teachers of our state, was recently elected President of the Iowa Agricultural College, and, more recently, United States Senator from Florida.

DR. GULLIVER, of Chicago, has been elected President of Knox College, Galesburg, at a salary of \$5,000. He will enter upon the duties of his office in September.

PEORIA CITY AND COUNTY NORMAL SCHOOL, it is expected, will be opened in September. The committee having the matter in charge are now looking for the right man to place at its head.

THE ILLINOIS STATE TEACHERS' INSTITUTE will hold a session of two weeks (not three weeks, as first announced), in the Normal University, beginning Aug. 3d.

HENDERSON COUNTY Institute will commence the last Monday in August, and continue through the week. A good time is expected.

LOMBARD UNIVERSITY.—The friends of this institution are taking steps to establish a theological school in connection with the university. If the necessary funds are secured, the school will be opened in September.

DIED, June 30th, CHARLES M. THOMPSON, Principal of the High School at La-Harpe, Illinois. In the death of Mr. Thompson our profession has lost one of its most useful members and brightest ornaments. Though comparatively young in its ranks, he had risen to high position, and by his kindness, his faithfulness, and conscientious devotion to duty as a teacher, he had won the confidence of his pupils and the esteem of all who knew him.



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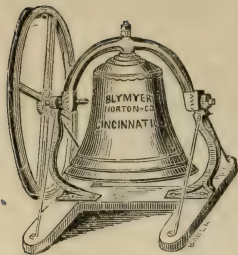
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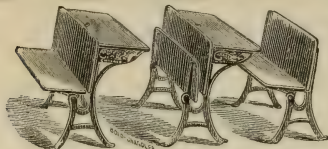
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
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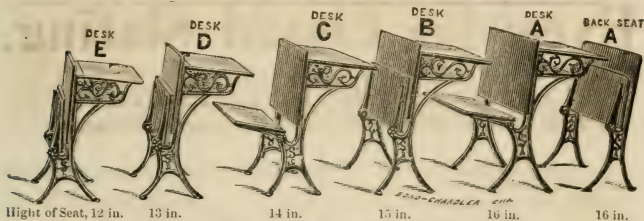
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
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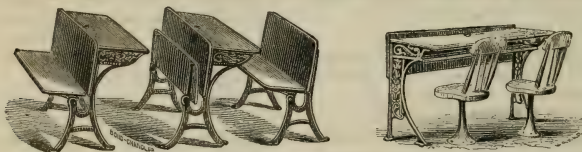
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# ILLINOIS TEACHER.

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VOLUME XIV.

SEPTEMBER, 1868.

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## INSTRUCTION OF THE BLIND.—IV.

BY PROF. J. LOOMIS.

### GEOMETRY.

DIAGRAMS are used in the study of this branch. The implements used for making them are very simple. A rule, a mallet, a smooth board, a pinioned wheel, two or three brass circles of different diameters, and drawing-paper,—these are the complement. If a straight line or a diagram composed of straight lines is to be drawn, the wheel and rule are used. If a circle is to be raised, the mallet and brass circle must be employed. A sharp blow upon the handle will raise a corresponding embossed circle upon the paper. The contour of the diagram can be traced. But the location of the letters must be learned. It requires quite as much time to do this as to master the demonstration of the proposition. The figure being formed in their minds as distinctly as upon the paper, then follow the enunciation, the principle to be demonstrated, and the order of demonstration.

It may be inferred from what has been said upon the subject of Algebra that there is little difficulty in teaching this branch. Any study which can be presented clearly can be learned easily. And as clearness and directness are characteristic of geometrical demonstration, these pupils have great facility in the study and great fondness for it. It requires more time to teach an equal number of blind this branch than of the seeing. I need not speak of methods of instruction. Geometry is one of the few books in which there is nothing to be omitted. Every proposition is to be learned perfectly. "For whatever link you strike, *tenth* or *ten-thousandth*, breaks the chain alike."

We have a Table of Logarithms in raised figures to aid in the study of Trigonometry.

### WRITING.

The common lead-pencil and a writing-card are the utensils used by

the blind in writing. The card is made of pasteboard, in size about a half-sheet of letter paper. Grooves, extending across the board, are guides for the pencil, into which the paper is pressed. The first character to be made is the hollow square; the next, the perpendicular line. These are the elements of all the letters. In making the first, the pencil is placed at the top of the groove, and the direction is given *left, down, right, up*. If the letter *a* is to be formed, to the above direction add *down, right*; if *b* is to be made, the pencil is placed between the grooves, and the direction is given *down, right, up, right*, (slightly). Each letter is thus described till its form is familiar. If a pupil have great facility of execution, capitals are learned. But generally small letters only are used. Their writing resembles printing more than common chirography. Some learn to write very readily and very neatly, and their writing is quite legible. I send you a specimen, accomplished in *four weeks*. This is the testimony of her teacher.\* This art is learned on entering the institution.

#### ENGLISH GRAMMAR.

Pupils must be able to parse simple sentences before they are admitted to this class. As the same text-book is used in the whole course, the novelties are such only as are incident to the advanced subjects, Syntax and Prosody. Notes and exceptions to rules must be committed. Sentences in False Syntax (selected from *classic authors*) are given daily to each pupil. The error must be pointed out and corrected according to a prescribed formula, and the authority must be given from memory, in the language of the book. The sentence as corrected is then parsed.

The task is given in advance, that the pupil, if he find difficulty, may prepare himself by study or by consulting a classmate out of lesson. It is very rare for one to fail in detecting the error, or in quoting the number and language of the rule, exception, or note. I submit a few examples to indicate the exercise more clearly. The words to be corrected and those involving exceptions are italicized. "He went and *laid* down to sleep." "I do not intend to turn *a* critic on this occasion." "The woman *which* we saw is very amiable." "*To* insult the afflicted *are* *impious* and *barbarous*." "I hope it is not *me* thou art displeased *with*." If a sentence be given to a class at large, there may be failures; but give a sentence to each pupil, and very few will occur. There will be spirit and zeal in searching out errors, in citing authority, and in parsing every word correctly. Each gives to the task his best efforts. The result is, these pupils obtain a critical knowledge of the text-book. They are critics in written and spoken language. In my experience, no other method has accomplished so much

\* We wish we could give a facsimile of this writing, which in its clearness and finish would put to shame any writing that we ever saw from a person in full possession of all his senses after only four weeks' teaching.



for the pupil as the one indicated. They perform the labor, the teacher points out the way and sits in judgment. Nor have I ever known a class, except advanced classical scholars, that became such proficient. Indeed, the exercise in the method of correction, reference to authority, and critical analysis, is the model of an original long since learned of a distinguished classical teacher. It is applying to the English, as far as possible, the art of analysis, which was brought to master the tutor and the classical author. A sentence is learned, studied, corrected, parsed. The pupil does not reply "I do n't know," but "Please to repeat the authority." And when put in his possession, by his own application, he must know. And all this, too, without diagrams. There is not the least benefit to resort to such aids. It would hinder, not help. These pupils understand the distinction between a pea-nut and Jupiter, between a fire-fly and the sun. Nor do they have more difficulty in distinguishing between a *particle* and the verb to *be*. By all means, let those pupils that have eyes, but can not see, use diagrams, complex as a spider's nest; but pupils that see with the *higher sight* do not need such aid.

What is styled analysis, technically so called, is esteemed of little value. We seek to make pupils perfect in syntactical analysis. When a pupil can parse each word, a general analysis can be given as soon as the high-sounding words and phrases of this innovation are learned. This exercise may be ornamental in recitation, but, without ability to analyze every word, it is not useful. We do not distract the minds of pupils with this till they are good grammarians without it: then the principal parts of a sentence — subject, predicate, object, primary and secondary adjuncts, etc.—are about all for which we endeavor. Authors are not agreed in the nomenclature or form of analysis. Till these are established, I prefer to teach my pupils the analysis of words, truly and critically, rather than to waste their time in the study of the Babel of rival authors.

In connection with Prosody, Rhetoric is studied. Those subjects, so briefly treated of in the grammar, are examined in the amplified form,—particularly Figures of Speech, Style, etc. Thus Rhetoric is shown to be a higher and more comprehensive discussion of language, of which grammar is the first and more elementary view. Selections from the poets, Milton, Pope, and others, are also studied. Thus all that pertains to the subject of language is discussed and enjoyed.

A few minutes are devoted daily to the study of Latin Grammar. Declension, conjugation, and translations of sentences — of Latin into English, and of English into Latin,—are pursued with pleasure. When a new word or phrase occurs, as it does in almost every reading-exercise, care is used to make it understood. This gives interest to the study. Virgil and several other authors in raised print are in the library.

Germain to the subject is a lesson in Worcester's Dictionary—three volumes, which it takes three years to commit. The word is pronounced by the teacher, the pupil repeats it, spells and gives *one* definition in the *exact words* of the author. Failure in either particular is noted by the pupil taking his seat. When the class have spelled round, all the delinquents arise. This little stratagem keeps up a pleasant strife, for failure is repugnant to them. This is the only lesson that the pupil learns by himself in raised print. Forty words must be learned daily in order to finish one volume in a session. Definition, derivation and pronunciation are studied with Webster's Unabridged also before me. I have pronounced Worcester's twice through, in this manner. We are never at a loss for object lessons. Suppose you try the description of a 'ship', remembering that the class never saw a sail-boat, and can not appreciate *chalk*!

#### GEOGRAPHY.

A very large number of maps have been prepared at the institution for the use of the pupils. Large outline maps were obtained from the publishers. These were spread upon canvas, then stretched upon both sides of a thin solid surface, and mounted upon a frame. Two continents are thus supported by one frame, which can be turned as needed. The smaller hand-maps are spread upon pasteboard. Territorial boundaries of a state are represented by a large cord, a river-course by a much smaller one, and coast-lines by a cord differing from either. A mountain-chain is represented by serpentine braid, a peak by the same coiled into a knob. A pin, driven into the board through the map, designates a city; two, a city in ruins; one with a broader head, a capital. In preparing the maps, the prominent natural features are delineated. The capital, the great centres of commerce, the seats of learning, and places of historic interest, are embossed.

When a country is to be learned, a clear idea of the boundary must be obtained. This is essential. Any verbal description is defective, however correct. *Form* must be comprehended, and relative position must be seen. Material representations must be resorted to. The Gazetteer, the Large Atlas, the Ancient Atlas, and History, are reference-books, which suggest much to the teacher, in addition to what is designated upon the map. The questions asked are not numerous. A few are learned perfectly. The *thinnest* book of any series of geographies contains too many. But a great deal *bigger* questions are asked. The importance of duck-ponds, six-mile creeks, or a city of a shop and a tavern, are not appreciated. Such a place as London is not omitted. A country containing eight cities, in ruins, more or less, all famous in the world's history, would receive especial attention. A sketch of each would be given. A sea whose surface is a thousand feet below another near by is worthy of notice. But millions of questions and

answers can not make a scholar — particularly if *they are not learned*. Any pupil who has learned the outlines of the geography and history of a country, and the books in which all that pertains that country is found, can learn more if he wish. At least, we can not teach more to the blind than outlines. We have not time, unless an undue proportion be devoted to one study. *Thin books well learned, and thick books well read*, will express our theory and practice in teaching.

## HISTORY, PHILOSOPHY, ETC.

These and many other branches are presented in form of questions and answers in most text-books. I will not specify a particular branch. But the whole system appears to me to be radically defective. It is based upon the supposition that the pupil can not understand the subject presented, by himself. It presupposes him to be a dunce, and the course of instruction is well calculated to make him such. Here is a book of facts — of questions and answers to match. Granting that the pupil is committing these facts to memory, is he learning any thing else? He would be cultivating his memory if he were counting the leaves of the forest. In an education two things at least are contemplated: intellectual discipline, and a knowledge of facts. The former, relatively, is the more important. Have you never known a man whose knowledge of books was boundless, but who had not one idea of his own? By this method of catechising facts may be gained, but the powers that must be employed to collect and to make these facts useful are put to sleep. Principles comprehend truths; facts illustrate principles. If a pupil answer well, it is evidence that he has studied the book: it is not proof that he knows the subject. To illustrate: suppose a campaign is to be learned. Let the chapter be studied as a whole — the general, the number and kind of troops, the marches, battles, and the results of the campaign. Now if each pupil give the outlines in his own words, he will show what he knows of the chapter. And, be it much or little, he feels that he knows something. Suppose many subordinate facts have been omitted. Let attention be directed to them, and let the pupil present, at another lesson, the subordinate facts in addition to the former. Thus he will have gained confidence in his own abilities, and also in the utility of the study. By the other method, a thousand questions may be asked and answered on the same chapter, and yet no clear and definite idea of the campaign be obtained.

If a subject be presented *in extenso*, if it be made familiar by study, questions upon a summary, suggesting the leading facts and principles, may be unobjectionable. From the synopsis, the teacher may refer to the amplified text. But in our present books there are ten questions where there should be one. It would be better to have none than to have so many. My experience in teaching the blind forces me to this conclusion. It is impossible to accomplish much by any method

that does not require the pupil to investigate for himself, and then to present his researches in his own language. He is educated who has learned how to master a science without the aid of a teacher, though he has studied but few books. He who can not do this, though he has pored over every volume in the library, is not learned. If this be true, every step in elementary education should recognize the fact, as a ruling principle in arrangement of text-books and methods of teaching. But in stead, our books are full of unimportant questions. The labor of study is to commit these questions and answers. The labor of study should be to master a law; that of teaching, to make plain and beautiful all that pertains to the lesson — to lead the pupil to think — to develop the powers. The latter can not be done by the present system of books and teaching. In my present position, I can not adopt the method; with my experience, I would not. Against the theory and the practice I record my protest and my example.

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#### OWNERSHIP OF SCHOOL TEXT-BOOKS.

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Does not the same reasoning which is used in enforcing the maintenance of the public schools at the public expense also require that the public should furnish the text-books which are used in the schools? The burden of the school-book tax is often far heavier than the school-house tax, or the levy for the teacher's salary. It is an expense which is often a grievous burden to the poor man who is anxious to educate his children. The annual expense of the school-books used in this state is reckoned by millions of dollars.

The following reasons occur to me in favor of the several towns' or districts' furnishing the pupils with all the books and stationery needed in the school work.

First, the burden of the cost is divided on the same plan as all other expenses are,— the rich helps educate the poor. Next, the attendance on the public schools would be increased. Every town has children in it kept away from school by the cost of books; and these children are generally the very ones who most need the benefit of the schools.

Again, the vast economy to the public as a whole is worthy attention. Each township becomes a wholesale purchaser, and can save the retailer's profit,—a matter by no means trifling.

Perfect uniformity of text-books is secured. No pupil has the disposition to insist on reciting out of this or that book to save the expense of a new one.

Pupils moving from town to town, or from district to district, are

not obliged, as they now frequently are, to make an entire change of books, at a dead loss.

The frequent change of text-books will be avoided. The town or district owning the books will not generally be hasty in changing them, when the whole expense of the change is figured out in one round sum before their eyes.

Several objections readily occur. One is that individual ownership is the only security for decent care of the books; that public property is always wantonly injured. Perhaps a careful school training on the rights of the public in its property might be among the best acquirements of our embryo politicians.

Another is the increased responsibility of the teachers and school-officers in taking proper care of the books. Increase responsibility, and both school-teachers and school-officers may be improved.

New York City has furnished its pupils with books for several years, and the system is believed to be a good one. Many of the pupils prefer to own their books, but none are compelled to do so.

Let us have a full discussion of this subject.

Y. S. D.

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### THE TEACHER AS A GENTLEMAN.

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THE old expression "He is a gentleman and a scholar" is often applied to a person as a high compliment. Of no one ought this to be said more truthfully than of him who assumes the responsibilities of the teacher's vocation. Older or younger, in the district school or the college, the 'instructor of youth' should possess those qualifications which entitle him to be regarded as a *gentleman and a scholar*.

The ordinary means of training employed in fitting young teachers for their profession have principal reference to their becoming *scholarly* teachers. To acquire a correct knowledge of the branches to be taught in their schools, to learn the best method of communicating that knowledge, and the art of governing well, are regarded as the objects of chief concern by those who are about to enter the school-room as teachers. There is no danger of overestimating the importance of this class of qualifications. But there are others of scarcely less value to the young teacher. Chief among these qualifications, I will not call them secondary, is whatever contributes to make the teacher a gentleman.

Our lady readers, claiming of course an 'equal right' to be considered in this discussion, will please reckon themselves included in the number addressed.

No apology is needed, I trust, for presuming that such a discussion



as this is not uncalled for. The fact that good manners is not one of the statute qualifications, and that committee-men do not often examine teachers in this respect, is only a stronger reason why it should receive attention some where. What the law neglects to require, for this very reason demands the more earnest attention.

A coarse and clownish young man may teach our children arithmetic and geography; but if he must, at the same time, leave the impress of his coarseness and want of culture upon their susceptible minds and forming characters, we may well feel that the balance, in the loss-and-gain account, is against the children.

If to many children home itself is not a school of good manners, then is there even more need of their finding an example worthy of imitation in the person of the teacher.

Allow me, then, to say, more definitely, that the teacher should be a gentleman in his language, in his manners, and in his feelings; in the school-room, in the families of the neighborhood, and every where.

First, in his language. The definition makes English Grammar the art of speaking and writing the English language with propriety. There are some teachers who pride themselves on their grammatical skill who, if judged by the *propriety* of their own language, would be found but pitiable grammarians. I have known scores of young men to go into the school-room as teachers who could not stand before their classes a half-hour without most uncivil treatment of their own *mother tongue*. But mere grammatical blunders are the smallest improprieties of language, as considered from our present stand-point. There are coarse expressions, unseemly vulgarisms, which escape the criticism of ordinary grammar, but which are wholly unpardonable in the language of the teacher. They may be, to be sure, the language of common life, and have come to the teacher along with other defects of early education. Hence the greater necessity to be ever on the alert, lest they escape his lips in unguarded moments.

I remember some of these peculiar, semivulgar expressions, as uttered by some teachers of my boyhood. But, in stead of quoting them, I will leave the reader to recall his own illustrations from a like experience. Let me here make a distinction between vulgarisms and mere colloquial expressions. There are certain conversational forms in every language, not used with propriety in written discourse, but allowed in speaking. Some of the common contractions, as *don't* and *can't*, are in point. I would not introduce the stateliness of the pulpit and platform into conversational discourse, nor fashion the speech of the parlor and school-room upon classical models.

Let us use with freedom our good Saxon tongue, with all its pliancy and power, with its peculiar structures and idiomatic forms. But let us use them as not abusing them; carefully discriminating between the legitimate and the vulgar.

There is a still grosser departure from propriety of speech some times noticed in those who assume the office of teacher; language which ought not once to be named as becoming the instructor of the young.

I have known teachers to be grossly obscene and shamefully profane; coming to their duties with certificates of good moral character in their pockets, and words of ribaldry or profanity on their tongues, ready to escape on the slightest provocation; if not in the school-room, at least in places of low gathering,—the store, the street, the loafers' corner,—in the neighborhood of their daily labors.

There is another fault of language into which the teacher is prone to fall. There is danger that his position, his official superiority to those under his charge, may beget in him a habit of addressing them, and others, perhaps, by a natural transition, in a manner not merely expressive of just authority, but often transgressing the bounds of politeness. The teacher has no more liberty than any other gentleman to be harsh and abrupt in his style of address, or severe and sharp in his replies. The well-behaved child, however young, or dull, has a claim upon the teacher for mild, courteous and gentlemanly language, in all the intercourse of the school-room, as well as at the fireside and on the street.

The language of proper authority the teacher may use in the school-room, of course; but let him remember that when he has passed into the *society* of town or village, and left the school-room behind, he is among his peers. Like the shipmaster on shore, he must remember that he has left the quarter-deck, and avoid the language and bearing of the commander.

So much, at least, in the matter of language, is required of the teacher who aims to be courteous.

EDWARD P. WESTON, in *Maine Normal*.

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## THE SCHOOL-LAWS OF KANSAS.

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Not an extended notice of the school-laws of this state, but only a brief sketch of the more noticeable features of them, is what is here proposed.

The Act of Congress admitting Kansas into the Union as a state sets apart sections sixteen and thirty-six of each township, or their equivalent in contiguous lands where these sections have been previously disposed of, for common-school purposes. Five per cent. of the proceeds of the sale of all public lands in the state were granted by Congress in compensation for the guaranty that government property shall

not be taxed, and the receipts from this source, together with the proceeds of the sale of school-lands, becomes the common property of the state, and is constituted a perpetual school-fund. The estates of persons dying without heirs, or will, are added to this permanent fund.

Of special grants for educational purposes, there is the Congressional endowment of the Agricultural College, and the cession of nearly forty thousand acres of valuable saline lands, made by the General Government to the state, and given by the state, as a permanent endowment, to the Normal School.

The statutes provide that this school-fund shall be increased by an annual levy of one mill on the dollar on all the taxable property in the state. The whole of the fund thus raised is distributed annually to the several districts of the state in which school has been kept for not less than three months of the year, in proportion to the number of children between five and twenty-one years of age in each district. The minimum price at which school-lands can be sold being three dollars an acre, these lands, it will be seen, will, sooner or later, produce a magnificent fund for the support of schools.

The policy of making the school-lands the common property of all the people, in stead of giving to each township its own school-sections, as is done in some other states, leads to three good results.

First, it equalizes the benefits derived from these lands. It can not come to pass in Kansas, as in my native county in Illinois, that the children of one township receive five or ten times as much per capita from the sale of school-lands as those of another. He who lives in a township whose lands can only be sold at the lowest valuation receives as much from the common fund as he who lives where the school-section is sold at a hundred dollars an acre. Nor does any township have to wait for years till its school-lands become salable before it can be benefited by them. As soon as a school-district is created, it may claim its quota of the general fund.

Security and uniformity in the care and disbursement of the fund constitute another benefit. The school-fund, in stead of being in the keeping of a thousand township officers, is placed under the care of the State Superintendent of Public Instruction, the Secretary of State, and the Attorney General, and this board is obliged by law to prefer United States and Kansas State securities for investment. Whoever has taught school in other states at twenty dollars a month, and learned from the township treasurer, at the expiration of his term, that he must wait the motions of a delinquent debtor to the school-fund for his pay, will agree with me that Kansas manages the thing better, every district receiving its part of the general school-money promptly, uniformly, and in the same kind of money. A third advantage is this: the settlers of every remote school-district in the state can avail themselves of a free fund to begin school with,—part

of it from the sales of lands in older settlements, and part the contribution of their wealthier fellow citizens from the one-mill tax. Their portion may seem small, to be sure; but nothing which incites to right effort is small in fact. The practical effect of this system is to establish schools at all the border posts of civilization. The writer knows a township in which the census shows a total of nine children, and in which the County Superintendent reports a six-months school kept by a woman of experience and Christian culture. This case is not a solitary, but a common and characteristic one.

Noting, as they occur, such features of the school-laws as seem worthy of mention, we come next to the provision for an official school journal. The State Superintendent is authorized to send one copy of the Kansas Educational Journal to each clerk of a school-district, and to draw on the State Treasurer in payment for the same. Would not the editors and publisher of the Teacher favor such a law in Illinois as would secure it a permanent circulation of several thousand?

County Superintendents are not adequately paid; as they are only allowed three dollars a day for actual and necessary services. It is proposed by the able State Superintendent to so amend the laws as to pay these hard-worked officers in such a scale that in the more populous counties able educational men can afford to serve, and to make the possession of a first-class state teacher's certificate a condition of eligibility to office in such counties.

The law regulating the qualification of voters at school-elections presents a singular omission, in that it does not class woman with negroes, Indians, and idiots, but expressly declares that her right to vote shall only be limited as is that of her wiser and more virtuous brother. Couple that with the fact that a girl is entitled to all the advantages of a boy, not only in the common-school course, but in the State University, and I think you will not fail to detect a force tending some where. If you think best, Mr. Editor, you may suppress this paragraph, lest a vision of blue-stockings affect unfavorably the immigration to the state. I assure you, no bad result has yet ensued, for Kansas girls are sweet as sunny skies and healthful airs can make them.

Districts may by vote issue bonds to build school-houses; the scale being from five thousand dollars for a district of thirty-five scholars, to fifty thousand for one of one thousand scholars. This provision seems to me wisely adapted to the wants of these new communities. That it is liable to abuse is true; as what liberty is not? The rate at which some of these new districts mortgage themselves for good school-houses is, I doubt not, alarming to many rich non-resident land-owners. A citizen of New York, of whom I know, pays one hundred and fifty dollars tax for a school-house in one district in this county. As he owns an equal amount of land in at least one hundred other

districts, and is a bachelor withal, it is no wonder he should think the good women of the state have conspired to rob him.

Section 47 of the laws declares that the schools shall be equally free to *all* the children of the state. This means that the black child of the negro, or the red one of the Kaw, is entitled to school-privileges as well as the white. In the village where I reside I frequently see white, black and copper-colored children going to or coming from the same school, all unconscious that they are breaking one of the divine laws, and the principles of any party.

The German language may be embraced in the course of any common school of the state upon petition from the parents of fifty children resident in the district. The study of that language being left to the choice of the parents of pupils, this clause of the law, it seems to me, places the matter where it should be.

Kansas has not only provided for the free elementary education of all her children, but designs perfecting her system in the University she has founded at the historic and beautiful city of Lawrence. She also proposes, in the Industrial College at Manhattan, and the Normal School at Emporia, to give special training to those of her sons and daughters who are to work in her shops and school-rooms, and on her farms.

The fair educational system of this central state may as yet be like the unfinished building, with its heaps of unwrought material waiting the hand of industry and skill; but the plan is in the minds of the people, and the purpose and faith is there to make the design a finished structure.

Should your readers wish to know somewhat of the condition of schools of the state, and the actual work done by their brothers and sisters in the good cause here, I shall be glad to greet them again from this land of beauty and promise.

R. M. T.

*Emporia, Kansas.*

[We must ask the pardon of our respected correspondent, while we invite him to continue his contributions to our pages. This was received several months since, but was unfortunately mislaid, and has only now come to light. Fortunately, its matter is as new and interesting as ever.—ED.]

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## CRETE, AND HER STRUGGLES FOR INDEPENDENCE.

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[We take the following historical account of Crete, and statement of the causes of her present struggles for independence, from a report made by Dr. Samuel G. Howe to the contributors for the relief of the Cretan refugees. The statement is of especial value to our profession, that we may well understand a subject to which continual reference is made in the papers of the day, and



yet which few thoroughly comprehend. The whole report is very interesting, and we wish it could be read by all. It would be sure to awaken active sympathy in behalf of an oppressed and struggling people. It is found in the *Cretan* for April, which may be obtained by forwarding 10 cents to Dr. S. G. Howe, Boston.]

CRETE is the largest and most important of the 'Isles of Greece'. It is to them what Cuba is to the other West-India islands. It is not so long as the State of Massachusetts, and has only about half as many square miles of surface. But all Attica, you know, was only a tenth as large as Massachusetts, yet played a larger part in ancient history than the latter has as yet done in modern.

Crete lies in the southeastern part of the Mediterranean, and forms the natural southern frontier and bulwark of Greece Proper. From east to west, a chain of rugged mountains rises precipitately from the plains to a great height. I saw the snow lying on the peaks of Mount Ida in July last, while grapes and figs and luscious fruits were ripening in the few places left unscathed by the fire and the ax.

Its climate is so mild, its skies so soft, its waters so sweet, its soil so rich, its productions so abundant, and all its natural conditions so favorable to human life and enjoyment, that the ancients called it 'The Blessed'.

It had once a hundred walled cities: it contained more than a million inhabitants, still was not full. Its checkered history furnishes a striking proof of the fact that the happiness and interests of the peoples are apt to be utterly disregarded by absolute and irresponsible governments, of whatever kind.

In the palmy days of ancient Greece it was a republic; and its inhabitants have been, and still are, strongly democratic in their tendencies. But, in the tumultuous times which followed the downfall of the Grecian republics, its exposed situation, between Europe, Asia, and Africa, laid it open to invaders: and the piratical Sicilians, the filibustering Romans, and the marauding Saracens, each in turn seized it, plundered it, and misruled it.

In the partition of the great Roman power, Crete fell to the Eastern Empire, and enjoyed a little season of peace and prosperity; but it was soon wrested from the feeble grasp of Byzantium by a horde of barbarians, who overran and ruined it.

In the tenth century the Greeks liberated the island from the barbarians, and restored it to the Byzantine Empire. But that corrupt and effeminate power had now become decrepit and bankrupt, and was pawning her jewels, and selling her provinces, inhabitants and all, like estates stocked with cattle; while young Venice was swaggering about the world, with a strong arm and a full purse, seizing upon corner-lots, and buying up mortgaged lands. So the old empire conveyed Crete, for a consideration, to the Marquis of Montferrat, who

sold it to the young republic; and the purchase-money went doubtless to keep up a little longer the tawdry trappings of royalty. How like a project of to-day! — poor old Byzantium selling the fairest isle of the East to a young republic in order to raise a little cash; and poor old Spain ready to sell the fairest isle of the West to a young Venice, who, if not rich in cash, is rich in promises to pay!

The population had been reduced one-half during the troubled ages of changing dominion, and was only 600,000; but the island was justly esteemed by Venice as among the most important of her great possessions. She showed this, not only by flaunting the banner of Candia in the Piazza San Marco, — where you may still see its staff standing, — but by enormous expense for restoring the old fortifications and building new ones.

Those of Candia, the capital, were probably the most extensive then known in the world, and seemed to make the place impregnable. The Venetians endeavored to perpetuate their sway over the island by denationalizing the people, effacing their local institutions, and establishing a nobility [*degli possidenti*]; but the Cretans obstinately resisted all such efforts, and maintained most of the municipal and parochial institutions, which they had guarded through so many ages, and from so many invaders. They were, however, good allies in war, and aided the Venetians, not only to repel the Genoese and other filibusters then marauding about the Mediterranean, but helped them as they had helped other gallant defenders of the cross in their wars with the infidels.

Venice bore the brunt in the fight to repel the onward march of Mohammedanism into Europe; and some of its bloodiest and most protracted campaigns were fought in Crete with Cretans for allies.

But Venice in her declining days was no match for Turkey, — then fiery, fanatical, and in the full career of conquest. Driven slowly back by overwhelming armies, the Venetians made a last desperate stand in the vast fortress of Candia, or Megalo Kastro, and there endured one of the most protracted sieges upon record. For twenty-four years they resisted with steady courage the fierce assaults of fanatical, but then virile, barbarians, slaying tens of thousands and hurling back the rest. But ever on the morrow a new pack came howling onward; so that, in the twenty-fifth year, the Venetians, after having been beleaguered, bombarded, undermined, and blown up, after seeing their walls crumbling, their ditches filled up, their magazines exhausted, and their ranks unrecruited, sailed mournfully away in their shattered fleet, and left the Greek population to their sad fate. Proverbs are some times historical records; and, to this day, Venetians, when they wish to express what we mean by 'war to the knife and the knife to the hilt', say it was a war of Candia, — *guerra di Candia*.

Many of the rich inhabitants followed the Venetians. Others,

clutching their arms, took to the mountains; and there they maintained a semi-independence, paying their tribute, but refusing to live on the plains, or allow the Turks to live in the mountains. But the mass of the people were forced to bow before the storm, instinctively preserving, however, their family relations, their language, and their religion; and, the harder the storm of oppression raged, the more closely they clung to these essential elements of nationality. They continued to be Greeks in all the essentials of character; and the violence of the Turks, in stead of effacing the traits of nationality, only stamped them deeper; so that, although a pall was spread over the island, and Crete was lost to sight, yet under the pall was life; and a silent struggle began, in which the conqueror was vanquished, and Greek nationality proved more vigorous and persistent than Turkish. If the Greeks suffered the demoralization attendant upon slavery, their enemies suffered the greater demoralization ever attendant upon the exercise of tyranny.

The invaders seized upon a large part of the fertile lands; but they were obliged to leave the rest to the inhabitants,—not that they might live and thrive, but that they might earn money and pay tribute. The Turks were obliged to make all land-titles sacred, else their own would have been worthless; so that the Greek peasant became secure in his land, however exposed to personal insult, humiliation, and violence.

The Greeks had a religion which, though disfigured by superstition, still preserved the essential features of Christianity, and elevated and strengthened them, while the Turks had a religion which degraded and enfeebled them. The Greeks strengthened the ties of family,—of kith and kin; the Turks weakened all theirs. The Greeks sanctified the marriage relation by monogamy; the Turks polluted it by polygamy. The Greeks were reticent and chaste; the Turks, loose and licentious. The Greek women were prolific; the Turkish, sterile. The Greeks were industrious and thrifty; the Turks, lazy and wasteful. If the Turk seized property by violence, he demoralized himself and his race, but could not take from the Greeks the faculty of acquiring more. The very violence of oppression defeated its own end, and engendered hatred and fear, which intensified the antagonism arising out of difference of race, language, and religion. This antagonism prevented any material amalgamation, and helped here, as elsewhere, to perpetuate with more remarkable purity the old Greek blood, which has never been so adulterated as to have lost its native characteristics. Falmerier, and others who suppose that it has, must have overlooked the effects of the great law, that, when two alien races mingle, the purer overcomes or absorbs the other. In virtue of this law, the Slavonian invaders of Greece in the sixth century, the 200,000 Albanian invaders of the sixteenth century, and the later Turkish invad-

ers, have been vanquished by their victims. The truth of this is shown in the physical appearance and mental characteristics of the mountaineers of Crete, as well as those of other rugged districts of Greece.

This silent struggle for national existence, this death-grapple between races, is now going on between Greeks and Turks in various parts of Old Greece, insular and continental,—in soft Samos, in flowery Rhodes, in blood-stained Scio, in rugged Epirus, in fertile Thessaly, in rich Macedonia; and the end is sure to be—extermination of the Turks, or their expulsion from Europe.

Diplomacy may prop rotten thrones, may suppress democratic tendencies, may uphold the Crescent, may retard the march of Christianity and of civilization for a while, but, thank God! not for ever; and the Sultan, notwithstanding his new alliances, must soon go over the Hellespont as ignominiously as did Xerxes.

In this manner the Cretans, clinging to the soil like the grass, showed more tenacity of national life than their enemy, who towered above it like the trees. Thus stood the parties during the dark ages when Crete was lost to sight of the European world; so that, when the trumpet of national resurrection sounded in 1821, and the Greeks of the continent commenced that seven-years war which ended in the enfranchisement of part of their race, and the independence of part of Old Greece, the Cretans also rose vigorously upon their oppressors, drove them from the interior of the island, and shut them up in the old Venetian fortress upon the sea-coast. They shared the dangers, the privations and the successes of the continental Greeks; and, when the long and bloody struggle was terminated by the armed interposition of the allied powers of Europe, at the battle of Navarino, Crete had well earned her claim to that independence accorded to the rest of the Greeks. But European diplomats, just as indifferent to her rights as Asiatic despots had been, cruelly decreed that she must be sacrificed to propitiate Turkey; and so the unhappy Cretans were again subjected to the brutalizing rule of Mohammedanism.

Then the old wrong was repeated over again, and people were transferred, like cattle, from one owner to another. The dominion was first given to the Pasha of Egypt, partly in deference to the public opinion of Europe, which might have been too much shocked by the immediate transference to Turkey, partly in consideration of the satrap's important but vain assistance to his master in the defeated attempt to subdue Peloponnesus.

After this gleam of hope, came to the unfortunate Cretans the gloom of disappointment, and almost of despair. Again the richest and most intelligent emigrated, while the poor and humble were left face to face with the enemy of their race and their religion, made more hostile and bitter by their late resistance. Again they recommenced

the old, silent struggle for mastery between the nationalities, but now under sad disadvantages. Light had indeed penetrated into the western part of the Turkish Empire, and the open perpetration of old atrocities would be forbidden by the public conscience of Christendom; but no such light could penetrate Crete.

Cut off by their insular position from the rest of the world, still further isolated by an oppression which crushed commerce, obstructed progress, and prevented any culture,—unlettered, unvisited by travelers,—the Cretans began to think that Christian brotherhood was dead; that the haughty Moslem riding rough-shod over them was master every where else, and that, if they should grapple with him, they must look for no help from abroad.

They did so grapple, however, sixteen months ago, trusting only in God and their right hands. And when, after weary months of hard fighting, they had been driven from the plains into the mountains; when the warriors were nearly exhausted by continual exposure, privations, and struggles; when they had sent away part of their women and children to seek food, and the rest were clinging to their knees, half naked, half famished, and utterly despairing,—then came, as if from Heaven, the bread and the clothing which you sent them. Then the warriors took heart and hope, as the tears of their wives were changed to smiles, and the cries of their little ones to laughter; all the people thanked God and you.

The Cretan insurrection broke out in August, 1866. The Cretans, foreseeing that they must take to their natural fortresses, the mountains, and knowing that their brutal oppressors would spare neither age nor sex, hurried away as many of their women and children as they could to the continent. These were few, and the most even of them fled without means of livelihood. The mass of the people remained; and as the Turkish armies issued out of the fortresses and began to devastate the country, the families fled half naked from their burning villages to the mountains, or the rocks upon the sea-shore; and some escaped in boats. The number of refugees became so great that the continental Greeks could not provide for their wants. The story of their sore distress reached your ears. You began your contributions in the winter, and I arrived in Greece with them early in May.

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Is the graduating class of Yale College for 1868, 106 in number, 70 smoke, 15 chew tobacco, 70 play billiards, and 96 play cards. Eighteen are going to study theology, which includes eight of the card-players. If the seventy young men could see the heap of tobacco they are to chew or smoke during the three-score years they may live, they would give up in despair.



A T I M E U N I T .

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THE yardstick may do for the measurement of tape, but not for the Milky Way. The lead-line may sound the depths of the sea, but it dangles too short to fathom the abyss of space. The year is the yardstick of human life; but a round of the seasons is lost in incomprehensible numbers when we would measure the life of the earth. Then let us seek a handier unit, and, if haply we find it, 't will compare with the year as the orbit of the Moon with the flight of a butterfly.

Green River of Kentucky has worn for itself a channel hundreds of feet deep through the solid rock. Let us stand at a point on the bank of the river and observe the phenomena that appear on the panorama of the ages. Under a marble cliff the passing waters are washing out the sands; for the bed of the river is in a soft friable sandstone. So quietly go the sands that you do not heed their departure. Yet they move into the channel, down the Green, down the Ohio, down the Mississippi, into the Gulf. They go by easy stages, stopping at the sandbars here and there, and waiting for another freshet to get a start. Thus, day by day, the silent sands start on their seaward journey, so gently that you think not of their going. A boy familiar with the spot, returning when a gray-haired man, may, perchance, see that the river has worn a little way into the rock. But, though silent and unseen and slow, the work goes on day after day, year after year, age after age, undermining the marble cliffs for hundreds of feet, until they at last give way and fall into the river below. As they fall, the rocks rend and a fissure is formed, running its zigzag course back from the river. In time this fissure is filled by the fragments of rock that crumble from its sides and tumble from above. The rains falling on the hill-side ooze down through this fissure into the sands below, and, running along at the bottom, burst out as a little spring on the bank of the river.

At last, through all these ages, a spring has been formed: let us patiently watch its labors. The little spring, you see, is carrying out the sands. It works away from day to day, from year to year, from age to age, until it has undermined the marble rocks for hundreds of feet beyond the fallen cliff. So slowly does it work that you may shovel into a cart all it carries out in a century. So long does it work that it carries away the foundations of the hills about, and they tumble down. As they fall, new fissures are formed like the first, and new streams creep along their bottoms. So the first spring is fed from new sources, and we have a little murmuring brook, gushing from the river-bank. And these little springs that feed the subterranean brook perform, each for itself, like labor to the first. They are under-

mining all the hills around: age after age they work. Who is there to number the years of their toils? At last, at last, they too give birth to springs and become mother-brooks.

And thus generation after generation of springs were born, and mother-brooks became great-great-great-grandmother brooks, and all the hills in the country around about were tumbled down. And so, when the everlasting hills were buried in the sea, the Adam-brook—not so, the Eve of brooks—still lived, and about her gathered all the generations of her offspring.

While those subterranean streams were thus at work, they had their recreation too. Rare sport, glorious fun, had these merry brooks. They cut out great caverns along the fissures, vast halls for subterranean ghouls, quaint chambers for those mythic spirits that brook not the light—neither the light of the sun nor the light of science. Then the brooks scooped out pools and lakes in the midst of the chambers; and, tumbling in cascades over the rocks, and plunging into the lakes, they laughed in merry murmuring music.

Some of the springs had other work to do. Each drop of water that came down from the hills loaded itself with a block of marble, and, when it fell from the ceiling to the floor, left its tiny particle behind. Thus stalactites were hung from the ceilings. Still other drops carried their loads of marble to the floor, block by block, until beautiful statues were built and strange images set up. Stalagmite from below met stalactite from above, and marble pillars were set for the support of the ceilings of these gorgeous chambers.

Still other springs took from the golden crystals of iron-ore the sulphur which they mixed with the lime of the marble, and behold, pure alabaster was formed. From this stone lilies were made, stone rosettes formed, stone chandeliers were hung, and a thousand beautiful and quaint devices were set all over the domes.

And now you may wander through these halls, charmed by beautiful sights, terrified by deep chasms, awed by the majesty of the architecture,—for days you may wander through them. I have told you how Mammoth Cave was made, and, if you have a faint appreciation of the time occupied in its formation, my purpose is served.

J. W. POWELL.

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A MASS of facts, collected by Horace Mann from the most authentic sources, seem to prove incontestibly that education is not only a moral renovator, and a multiplier of intellectual power, but that it is also the most prolific parent of material riches. It has a right therefore, not only to be included in the grand inventory of a nation's resources, but to be placed at the very head of that inventory.

## EDITORIAL DEPARTMENT.

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*EDITOR'S CHAIR.*

MUCH TEACHING — LITTLE PROGRESS.— A glance at the labors of the past year would probably reveal the fact that with most teachers there has been much earnest, hard work done, with results which are far from commensurate in extent. We think that with every thoughtful teacher there arises, at times, a wonder that, after all, so little real progress is made.

Many of these discouraging results are due to misguided effort. If at the commencement of a study a well-digested plan were marked out, in which the order and number of topics were arranged in natural sequence, and the character of the instruction and the length of lessons were adapted to the mental condition of the pupils, it is easy to see that every step would be straight forward to the goal, and would be a preparation for the easy execution of the succeeding one. There would be much the same difference in the amount of real work done as there is between the execution of a force which is attacking directly the vulnerable point of a fortress and that of one which fires at a hidden enemy under cover of darkness.

Another cause of unsatisfactory progress is that some things are taught too much. What we mean by this is that a subject is taught too extensively and too exhaustively at first. In stead of clearly setting forth a principle and presenting a single method of its application, many cases are made out where there need be only one, serving to distract the pupil and disable him from making a clear application of any method. To illustrate, what is the advantage of presenting to a beginner the various contractions in the simple rules of Arithmetic, he being scarcely able to make an intelligent application of the common method? Or, why perplex him with two or three methods of finding the greatest common divisor, or with three or four cases in multiplication or division of fractions? If, after a pupil has had these cases all presented to him as they are arranged in books, he is able readily to distinguish them from each other and make intelligent application of them in practice, we consider the fact evidence that he is much less easily puzzled than the majority, and not that the majority are incapable of comprehending and intelligently applying these rules when they are properly presented. We do not decry the utility of contractions and different methods in any study; but we protest against consuming the time and hindering the progress of pupils commencing a study by taking them through them because they are in the text-books. The different methods are all well enough; but if a pupil thoroughly masters the rule, he will easily comprehend and apply them of himself when the exigencies of business make it necessary.

The fault lies largely with the text-books; but we are not disposed to charge them with the whole of the blame. Publishers have for their object to make money; and if they can succeed better by making encyclopædias rather than books for instruction, no one can blame them for it. If teachers will use care in selecting from the text-books those things which are really necessary, and discard the rest, the difficulty of the situation can be largely avoided. If this method is followed and results are carefully watched, one will be surprised to see how much can be omitted.

**SOCIAL SCIENCE.**—The American Association for the promotion of Social Science was organized in Boston, in 1865. Its second meeting was held in New Haven, in 1866; and the third in New York, last fall.

This Society, which embraces some of the leading men of the nation, is modeled after the British Social-Science Association, of which Lord Brougham was formerly President. Its objects, as stated in the Constitution, are, "to aid the development of Social Science, and to guide the public mind to the best practical means of promoting the Amendment of Laws, the Advancement of Education, the Prevention and Repression of Crime, the Reformation of Criminals, and the progress of Public Morality, the adoption of Sanitary Regulations, and the diffusion of sound principles on questions of Economy, Trade, and Finance. It will give attention to Pauperism, and the topics related thereto; including the responsibility of the well-endowed and successful, the wise and educated, the honest and respectable, for the failures of others. It will aim to bring together the various societies and individuals now interested in these objects, for the purpose of obtaining by discussion the real elements of Truth; by which doubts are removed, conflicting opinions harmonized, and a common ground afforded for treating wisely the great social problems of the day." To describe the organization in detail would take too much space. The Association "includes four departments: the first, for Education; the second, for Public Health; the third, for Economy, Trade, and Finance; the fourth, for Jurisprudence and the Amendment of Laws." The business, at its general meetings, is to "hear addresses, reports and papers, and to conduct discussions on the topics before mentioned," which are published, so far as the means of the Association will admit.

It will be seen from the above that this Association has a broad and important field of labor. But, obviously, it is so important that there is need of subdivision, that the work may receive the greater impetus. We are glad to learn that steps have been taken for the formation of a WESTERN SOCIAL-SCIENCE ASSOCIATION, and that a circular for a meeting some time this Autumn will be issued at an early day, signed by many of the prominent citizens of this and other states. Its object will be the publication of an Annual Volume of Transactions. It is proposed to view society as an organism, and to study (1) the elements which compose it, (2) their mutual relations, (3) their normal action and reaction, (4) the diseases which afflict the body politic, and (6) the appropriate remedies; also, to make the Association a focus of public sentiment upon all public questions. The cost is to be paid by the subscribers, to whom the Transactions will be sent in payment for their fee. It is hoped that many will unite in the movement. It is one that especially appeals to teachers, as it will deal with the problems that underlie their calling; and we shall be glad to know that it receives their cordial support.

**HISTORIES OF ILLINOIS.**—We received a request, a short time since, from a teacher of the state, to send a "list of Histories, Memoirs, Sketches, etc., of Illinois, Gazetteers, and every thing that has been published giving any information concerning her history." As we are not so familiar as, perhaps, we should have been with the authorities, we applied to the proper sources, and received the following list, which may not be complete. We publish it as a matter of general interest, for surely every teacher should know something of the history of our state. It is greatly to be regretted that there is, as yet, no standard history, which can be accepted as an authority. We shall be obliged to any correspondent who will add to this list.

*Histories.*—Berbeck's History of the Early Settlement of Illinois (1818). Wood's History of Illinois. H. Brown's History of Illinois (8vo; 1844). Reynolds's History of Illinois (8vo; 1852). Ford's History of Illinois (12mo; 1854). Pioneer History of Illinois (12mo; 1852). Illinois in 1837 and 1838, by A. Mitchell (8vo). Illinois as it Is, by F. Gerhard (8vo; 1857).

*Gazetteers.*—S. A. Brown's Western Gazetteer (8vo). Peck's Gazetteer of Illinois. Gazetteer of Illinois for 1858, by G. W. Hawes (8vo). Illinois State Gazetteer, 1864-'5, by J. C. W. Bailey (8vo). Gazetteer of Illinois and Missouri, by L. C. Beck (8vo). See, also, the article 'Illinois' in Appleton's Cyclopædia.

THE COST OF TUITION in the schools of some of our principal cities is stated to be as follows: Detroit, \$6.59; Toledo, \$8.34; Chicago, \$8.69; Providence and New Haven, \$8.86; Philadelphia, \$9.17; St. Louis, \$9.38; Louisville, \$11.17; Cincinnati, \$11.42; Boston, \$11.48; New York, \$12.04; making an average of \$10.39.

WE invite the attention of our readers to Prof. Powell's brochure upon the Time Unit, as shown in the scooping-out of the Mammoth Cave. If rightly apprehended, it will give them new views of the vastness of the past workings of Nature and Nature's God. We feel gratified to present to our readers so beautiful a piece of scientific painting.

THE CONVENTION AT CENTRALIA.—We trust our friends in the southern part of the state will have a grand meeting. They certainly present a good programme—one that the Executive Committee of the State Association will have to bestir themselves to excel. We hope they will not frown upon a person from north of the T. W. & W. Railroad, for we intend to be there and get inspiration for the work.

WE advise all who are interested in the Cretan struggle—as who is not?—or who wish to be informed respecting its origin and aims, to send twenty cents to The Cretan, Boston, and secure the first two numbers of this interesting and valuable paper. It will be better if they send their subscriptions for a year, and contributions to aid the Cretes in their desperate struggle for the right of self-government, for liberty of worship, and for life itself, against the brutality, the oppression and the terrible cruelty of Turkey.

PROF. LOOMIS, of Yale College, says the extreme heat of July has been more intense and longer continued than has occurred before in eighty-nine years.

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### CORRESPONDENCE.

THE articles on Teachers' Institutes, by Prof. Hewett, have, we trust, attracted the attention of all our readers. They give many valuable and practical suggestions, as was to be expected from a teacher of the long experience and well-known ability of the writer. The following programmes for institutes were received too late for insertion with the article to which they properly belong, but we deem them of so immediate practical value, in reference to the many institutes that will be held in the early autumn, that we give them place here, and invite the attention of all County Superintendents, or others having in charge such gatherings, to their suggestions.



## PROGRAMMES FOR TEACHERS' INSTITUTES.

The following proposed programmes are, of course, only suggestive: it does not make so much difference what particular things are studied or what are left untouched, as it does that some specified work be undertaken and well accomplished. The programme should be announced beforehand, and every one who is to take part should be fully prepared. I would suggest that a division of the day about as follows seems to me the best for any institute, whether the session be a long or a short one:

9 to 9.15, Devotions and Roll-call.	10.15 to 11, Lesson or Lecture.
9.15 to 10, Lesson or Lecture.	Recess, 10 minutes.
Recess, 5 minutes.	11.10 to 12, Lesson, Lecture, or Essays.

Let the division of the afternoon be very similar: perhaps it will be well to make the lessons a little shorter, so as to have 15 or 20 minutes for Singing, or Queries, or other general exercises at the close.

## PROGRAMMES.

*Number One,—for Two Days.*

## Forenoon.

9 to 9.15, Devotions and Roll-call.
9.15 to 10.10, Lesson in Arithmetic.
Recess.
10.15 to 11.05, Lesson in Reading.
Recess.
11.15 to 12, Essays, or practical drills.

## Afternoon.

2 to 2.15, Spelling.
2.15 to 3, Geography.
Recess.
3.05 to 3.50, Theory and Art of Teaching.
Recess.
4 to 4.45 Essays or Drills.
4.45 to 5, Singing, or General Exercise.

## Evening.

Lecture, preceded or succeeded by Discussion.

Let the programme for the second day be just the same, except that Grammar or History may be substituted for one of the others. I would suggest, however, that neither Spelling nor Theory and Art should be displaced. It is not at all essential that all the school studies should be taken at one institute.

*Number Two,—for One Week.*

## Forenoon.

9 to 9.15, Devotions and Roll-call.
9.15 to 10.10, Arithmetic.
Recess.
10.15 to 11.05, Reading.
Recess.
11.15 to 12, Grammar.

## Afternoon.

2 to 2.15, Roll-call and Spelling.
2.15, to 3, Geography.
Recess.
3.05 to 4, Theory and Art.
Recess.
4.10 to 4.45, Essay and Singing.
4.45 to 5, Queries or General Exercise.

## Evenings.

Lecture on Tuesday, Thursday, and Friday. On Friday, after Lecture, a Social. On Monday and Thursday evenings, Discussions and Essays.

On Tuesday and Friday afternoons, let a manuscript paper, prepared by the members, occupy the time from 4 to 5.

*Number Three,—for Two Weeks.*

9 to 9.15, Roll and Devotions.  
9.15 to 11.10, Arithmetic, etc., same as Number Two, except that, on the second week, let Composition and History take the place of Grammar and Geography.

## Evenings.

Exercises same as in Number Two, except that they should occupy only about one-half of the evenings: let the other evenings be for rest, study, and the writing-up of notes.

*Number Four,—for Four Weeks.*

Divide, and arrange, as for Number Two: work by this for two weeks; then substitute Composition and History for Grammar and Geography for the remaining two weeks. During the last week, put Map-Drawing for Arithmetic, and Word-Making, or Derivation and Definition, for Reading. In all cases, I would have one lesson in Theory and Art of Teaching every day, for a long institute or a short one.

If lessons, including regular drill, in Music and Penmanship can be given, they may take the place of almost any of the *movable* studies a part of the time; or, if the teaching corps is weak in any one of the studies suggested, while in others it is strong, no harm will be done by ignoring one of them entirely. A thoughtful teacher will learn better how to teach Geography by a good drill in Grammar than by a poor one in Geography.

*Normal, July 1, 1868.*

E. C. HEWETT.

We give the following extract from a private letter received from an Illinois teacher now sojourning in Kansas, as it contains many items of interest:

TOPEKA, KANSAS.

. . . . The adaptation of Kansas soil and climate to fruit is not an open question. The soil is a fine loam on a limestone base. It is the best drained country you ever saw in the West. The winters are less severe than in central Illinois: the atmosphere is drier, and hence the country less subject to frosts. The prairie loam is mixed with the debris of limestone, making a soil rich in food for the apple, peach, and grape. I never saw finer grapes, apples, and peaches than those grown in the eastern tier of counties of this state. There are peach-orchards near here, at St. Mary's Mission, which have borne crops for thirteen years, and are now hale and vigorous. At the Delaware Mission there are fields which have produced forty successive corn crops without manure or subsoiling. You, of course, know that Kansas is what you Illinoisans would call hilly; but the hills are clothed with grass to their very tops. I rode to the top of Webster's Peak—named in honor of the great Daniel by Fremont, who ascended it—and found the grass above my horse's back. This peak, I am told, can be seen almost to Fort Scott, 80 miles distant. The panorama from some of these heights is grand. There is one prospect near here, from a mount on the south side of the Kaw river, which makes one feel that he does not belong to the low earth. Timber is scarce, and, in central Kansas, poor. In the southern portion it is said to be better. There is more running water in the state than in Illinois, and far more water power. Stone of the finest kind is found on almost every stream. Stone buildings are the most common, and there are hundreds of miles of stone fence. Coal is abundant, and easily obtained. Near this city they get it only a few feet below the surface. There is considerable complaint of *ague* and malarious fever in various parts of the state. But this must be a healthful climate. There are no swamp lands in the state; its altitude is greater than that of Illinois or Wisconsin, and there is a perpetual breeze on these prairies. A physician, of many years' practice in Illinois, who has been here five years, tells me there is less sickness here than there. This place is improving rapidly, and will one day be one of the most beautiful capital cities in the United States. There are here Congregational, Baptist, Episcopal, O. S. Presbyterian, Lutheran, Methodist, Campbellite, Roman Catholic and Spiritualist churches. . . . The social and religious condition of this, and a few other of the large towns, is as good as that of Illinois towns of the same size; but in many places there is abundant need of organizing missionary work. At Council Grove they have no school nor church, but have just finished a good school-house, and offer a man \$1200 to take the position of principal.

The Collegiate Institutions of this state are the State University at Lawrence, Agricultural College at Manhattan, Normal School at Emporia, State

Institutions and Lincoln College here, a Baptist College at Ottawa, Baker University (Methodist), some where, and a Presbyterian College at Highland. The Normal School is doing well, and Lincoln College hopes to live. T. L.

WE are permitted to take the following extract from a letter received by our publisher from Major-General CHARLES E. HOVEY, formerly Editor of the Teacher. General Hovey is warmly remembered by his many friends in this state. To him, by his unconquerable vim and perseverance, more than to any other man, we owe the successful establishment of our Normal University.

"Some numbers of the Teacher came to me to-day, and I take it they came from you; for which many thanks. It recalls old times, and old friends.

"The Teacher is a good thing. I have not seen a copy before for years. . . But it brings all back again, and from it I see the men and the measures which are shaping the future of your great state. Besides, it has improved, especially in its news items. Success to the Illinois Teacher! May its years continue."

Speaking further of Cook and Peoria County Normal Schools, he says "You and I shall yet live to see the Normal School a county institution in Illinois."

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### PERSONAL ITEMS.

MATTHEW VASSAR, the founder of Vassar Female College, was originally a brewer. The College was founded by him in 1861, for the higher education of women. His first donation was \$408,000, too much of which was absorbed in buildings and grounds, leaving the institution with insufficient working capital. By the terms of his will he has left \$325,000 additional to the college, which will relieve it from all embarrassment, and permit it to do its real work. Mr. Vassar was 76 years of age at the time of his death.

A. P. S. STUART, M.A., Assistant Professor of Chemistry in the Lawrence Scientific School, has been appointed Professor of Chemistry in the Illinois Industrial University. Prof. Stuart has spent some years in Europe, and brings the highest testimonials of his fitness for the position.

W. H. V. RAYMOND, so well known to the profession in our state as the able and successful Superintendent of Schools in Alton, we regret to say, has left teaching, and, like so many others of our best men, has gone into the book-agency. He will labor in the interest of Brewer & Tileston, of Boston.

PROF. J. C. PICKARD, recently of the Wisconsin State University, has been elected a teacher in the Chicago High School.

MR. S. H. WHITE, of the Brown School, Chicago, one of the editors of the Teacher, has been elected Principal of the recently-established Peoria Normal School.

WARREN WILKIE, recently of Aurora, will have charge of the Union School at Oak Park, Cook Co., for the next year. Salary, \$1800.

At the close of the Polo Public Schools, Mrs. McCLURE and Miss FORD, teachers in the first grade, and L. B. SEARLE, Principal and Superintendent, were surprised by their pupils, and forced to accept a silver cake-basket, a fine gold-mounted hair-chain, and a silver pitcher and goblet.

GOLDWIN SMITH, the English lecturer on History, is engaged as Professor of

English and German Constitutional History in Cornell University, Ithaca, New York.

C. E. WHITNEY, Esq., Associate Editor of the Michigan Teacher, has resigned his position as teacher in the State Normal School at Ypsilanti, to accept the Superintendency of Schools of Muskegon in that state. Salary, \$1600.

MR. HAYES, of Vermont, has just been elected Principal of Galesburg High School. Mr. J. B. ROBERTS is retained as Superintendent, at a salary of \$1400.

MR. CARL RÖDEL, formerly of Mt. Carmel, Illinois, but recently of Decatur, Indiana, returns to the former state as Principal of the Shawneetown Public Schools.

MR. THOMAS CRAWFORD, who has recently been teaching a select school, resumes the charge of the public schools in Mound City.

MR. WM. PARDEE, recently of Aledo, Illinois, goes to Burlington, Iowa.

MR. M. ANDREWS, for three years past at Warsaw, takes charge of the public schools at Macomb.

CHARLES FEINSE, Esq., has been reelected Superintendent of Schools and Secretary of the School Board of Peoria for the coming year. Salary, \$1800.

MARRIED—At the residence of Mr. O. O. Alexander, in Urbana, Ill., by Rev. C. D. Nott assisted by Rev. J. G. Little, Mr. T. J. BURRILL, of Urbana, and Miss SARAH H. ALEXANDER, of Seneca Falls, N. Y. No cards.

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## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

THE STATE TEACHERS' INSTITUTE held a two-weeks session at Normal, commencing Aug. 3d. Nearly 250 names were enrolled. Pres. Edwards, in his usual thorough, enthusiastic way, presented the subjects of *Reading and Theory and Art of Teaching*, as well as a set lecture; Prof. Hewett set forth, to great satisfaction, modes in *Arithmetic and Geography*; Mrs. Mary Howe Smith developed much interest in *Primary Teaching*, especially in *Geography*; Prof. Stetson and Mr. Carter treated of *Grammar*,—Prof. Stetson especially in *Orthography*, with valuable modes of teaching *Spelling*; Prof. Pillsbury exercised the members of the Institute in *Gymnastics and Phonic Analysis*, much to the improvement of their knowledge and their appetites; Prof. Reynolds, of Chicago, opened new ideas to some in muscular drill for *Writing*; and Capt. J. H. Blodgett, of Rockford, presented exercises in the *Natural Sciences*, especially in *Botany and Zoölogy*.

Besides the lecture of Pres. Edwards, there were lectures by Hon. Newton Bateman, on *Memory*, scholarly and thorough; and by Hon. J. M. Gregory, of the Industrial University, on the *Grades of Study*, systematic and convincing. One evening was devoted to a Shakspearian reading, another to a general debate on school questions, and still another was the occasion of the marriage of two of the members, and of a general sociable.

Between exercises the social elements were well cultivated: croquet was flourishing, and the convenience of the street-cars was fully appreciated in

viewing the growth of Bloomington and the rapid development of resources. The wonderful growth of the Normal village, the beauty of its churches and of private residences and of shade-trees—among which the linden, the elm and the maple occur so frequently,—excited continual comment. Many of the houses here have improved and peculiar ventilation.

A very good class presented themselves as candidates for State Teachers' Certificates, of which about 125 have been issued hitherto. A memorial was extensively signed to enable school authorities to complete arrangements with more certainty and permanence, by proceeding without waiting until the annual vacation is half gone before they can determine upon the duration and adjustment of their school terms.

Arrangements were made for a similar session next summer, and for publishing a catalogue, which can be obtained by sending 15 cents to Prof. W. L. Pillsbury, who has charge of its preparation.

The teachers have gone to their scenes of regular labor strengthened by mutual conference and discussion, and with grateful remembrance of the self-denying instructors who gave up so much of their vacation for the benefit of those assembled.

The Illinois Central and the Chicago, Alton & St. Louis Railroads returned members at one-fifth fare.

B.

PEORIA.—We copy the following from the Peoria Transcript. It is known to our readers that the City and County of Peoria have united to establish a Normal School, thus following the example of Cook, and doing what we hope every county in the state will do, unless the state itself will establish State Normal Schools in different sections of its territory. The people of Peoria may congratulate themselves upon their good fortune in securing the services of Mr. White (who has accepted the appointment), for he is well known to be, as stated below, one of the best educators in the West. We would say much more were he not one of the editors of the Teacher; but to our readers there is no need of more.

*The Normal School.*—At a meeting of the Normal School Committee, last Saturday, Mr. S. H. White, Principal of the Brown School, Chicago, was elected Principal, and the salary fixed at \$2,500 a year. Mr. White is acknowledged to be one of the best educators in the West. While the average of pupils admitted to the Chicago High School from other schools was but two out of three, forty-two out of forty-three applicants from the Brown School were admitted. One of the Chicago School Board, in writing to the authorities here, says, "We hope you will not be able to secure Mr. White, as the School Board of Chicago can well afford to pay him twice the salary rather than lose him."

A public examination will be held at the High-School building, in this city, on Tuesday, September 1st, commencing at 9 o'clock A.M., for such as may desire to enter. The standard of qualification will be about the same as is required for a second-grade certificate. The school will open at the same time as the city schools, on the 9th of September. The place has not yet been fully determined.

CHICAGO.—In no single department has the improvement in methods of instruction or in the character of the results attained been greater for the past two or three years than in that of Music. Previous to 1864 the instruction in this branch had been confined to learning songs by rote,—an exercise which served rather as an amusement to the pupils than a drill in the principles of the science. The advent of O. Blackman, Esq., as Teacher of Music, at that time marked a decided change in the character of the instruction. Mr. Blackman suggested that music be placed upon precisely the same graded system as



the other branches. Objections were raised to this plan, chief among which was the incompetency of teachers to give instruction in a branch of which the majority of their own number were entirely ignorant. But his plan was adopted. At first the teachers of each school were assembled an hour each week, their classes being dismissed for the purpose, when the programme and method of instruction for the succeeding week were presented for their guidance. The progress of each teacher was carefully watched, and such suggestions made as were needed. By this method instruction was reduced to a system, and the teaching force was augmented by the number of teachers in the public schools. The result in the latter direction has been surprising to all. The fact has been demonstrated that proficiency in music, or even a familiarity with it, is not necessary to success in teaching it systematically to children. Some of the best classes in the schools are taught by teachers who have themselves no musical attainments whatever. The system of occasional institutes with the teachers of the individual schools is still continued, chiefly for the benefit of teachers more recently entering the schools. In its grand result, the imparting of a familiarity with music as a *science* as well as an *art*, Mr. Blackman and all interested have reason to feel highly gratified with the plan. It has clearly demonstrated two things: that children are capable of comprehending the principles of the science, when properly presented; and that, if presented to them in a judicious manner, as are other studies, there will be developed as universal a capacity, aptness and excellence in it as in reading, arithmetic, or any other branch taught in the schools. Speaking of results accomplished, the Times, of this city, uses the following language, referring to the closing exercises of the Primary Department of the Washington School: "The classes in the five primary grades were taken in succession to the room of the Principal, Mr. B. R. Cutter, where, without any previous preparation out of the ordinary routine, they were rigidly examined by their teachers, assisted by Mr. Blackman. In reading and writing music, as well as in singing one, two, and three-part songs, some of which were of really difficult rhythm, and containing equally difficult intervals, they showed a proficiency that would not be credited except by those who witnessed their performance." With the rapid increase of children in the schools, the labor of superintending this department of instruction became so great that additional aid was necessary, and Mr. E. E. Whittemore was associated with Mr. Blackman, and the care of the instruction in the Grammar Departments was committed to him. The ripest fruits of this method of instruction are witnessed in the highest classes under his charge. Their attainments are not confined to the rudiments of the science or the execution of simpler pieces. Their familiarity with the more difficult steps, their readiness and correctness in singing by note new pieces, their taste in execution, are all really wonderful, when it is remembered that they have had instruction only in classes in the school-room..... In all the schools the closing exercises passed off creditably and pleasantly; in some, with *éclat*. The interest of the occasion culminated in the commencement exercises of the High School. The number of graduates was 57,—25 from the Normal department, 25 from the General, and 7 from the Classical course. The number of admissions to the High School was 215. The per cent. of admission was 70.....In the appointment of teachers the Board of Education have made but few changes. A. N. Merriman, Esq., for nearly nine years Principal of the Skinner School, was placed in charge of the Hayes School, which will be opened in September. Mrs. Merriman becomes Head

Assistant of the same school. Mr. I. S. Baker, of the Kinzie School, succeeds Mr. Merriman in the Skinner, and Mr. F. Hanford takes the place left by Mr. Baker. Mr. Hanford, of Lockport, has become known as one of the best educators in the state, and is an occasional correspondent of the Teacher. Miss Lizzie A. Foltz, Head Assistant of the Foster, is transferred to the same position in the Holden. Miss Kate E. Snoad, of the Foster, is promoted to the position left vacant by Miss Foltz. Miss M. S. Sherman, Head Assistant of the Carpenter, takes the same position in the Cottage-Grove School, and is succeeded by Miss Carrie B. Skeer, an assistant in the Brown.

COOK COUNTY NORMAL SCHOOL.—We have received from the Principal of this institution, Prof. D. S. Wentworth, the circular for the coming year. The fall term commences Aug. 31st. Tuition for non-residents of Cook county is \$30 a year. What was at first considered a doubtful experiment is now regarded a success, and this school may be looked upon as a fixed fact.

DECATUR.—From E. A. Gastman Superintendent, we have received the following statistics of the Decatur Schools for the year ending Aug. 31, 1868: Number of children in district between 6 and 21, 2045; number of different pupils enrolled during year, 1795; average number belonging, 1184; average daily attendance, 1100; average per cent. of attendance, 93; whole number of tardinesses, 4438; number of tardinesses to each pupil, 4; per cent. of daily attendance to number enrolled, 61.3; per cent. of average number belonging to number enrolled, 66; per cent. of number enrolled to number of school age, 87.7; number of teachers employed, 26; average number of pupils to each teacher—in High School, 25.7, in Grammar Schools, 37.7, in Intermediate and Primary, 59.4; amount paid for teachers' salaries, \$14478.85; cost per pupil on number belonging—for tuition \$12.229, for all expenses, \$15.807; total amount paid for proper school expenses, \$18715.93; total amount for school improvements, \$20238.78.

PRINCETON.—The public schools of this place are to be under one management, the next year. S. W. Maltbie, a graduate of Amherst College, is elected Superintendent. The seminary is in a flourishing condition. The salary of the Principal—H. L. Boltwood, well known to our readers—has been raised to \$1900, and he has been given a male assistant. Harlan P. French, a graduate of Amherst, has been appointed to the situation.

POLO.—By the Offering and Catalogue of the Polo Public Schools, we find the number of pupils to be—boys, 237; girls, 255; total, 492. Of these 18 are in the High School. L. B. Searle is Superintendent, with 6 assistants. The school, judging from the report, is in a very prosperous condition. We were interested in the statement of the mode of working the Postoffice and Bank, used in connection with the school, and would transfer it to our pages, had we space.

#### FROM ABROAD.

WYOMING.—One of the last acts of Congress was the formation of this new territory. It comprises an area of about 50,000 square miles. Its boundaries are as follows: On the north lies Montana; on the south, Colorado; on the east Dakota and Nebraska; and on the west, Idaho and Utah. It lies between the 27th and 34th meridians of longitude west from Washington, and the 41st and 45th parallels of latitude, and embraces nearly one-half of what consti-

tuted the Territory of Colorado. Inexhaustible and widely-distributed beds of iron and coal exist in the territory. Lime, gypsum, and building-stone, are abundant and of the best quality. It contains numerous salt-springs of great value, many of which are worked; and certain portions are rich in oil-springs. In addition, there are vast quantities of lead, copper, silver, and gold. It was first proposed to call the new territory 'Lincoln', in honor of the martyr President; but the name 'Wyoming' was chosen to perpetuate the memory of the patriots who suffered in the beautiful valley of the same name on the banks of the Susquehannah. The name is a corruption of Indian *Maugh-waume*, 'large plains'. This makes the tenth territory.

INDIANA.—The Trustees of the Evansville City Schools have established, in connection with their High School, a Teachers' Training School. Of this the Superintendent, A. M. Gow, is Principal, with three assistants. We are glad to see this proof of the thorough work that Mr. Gow is doing for their schools. They are to be congratulated that they have secured such a person for the office.

BALTIMORE.—In Baltimore there are in operation nine colored schools, having about 1100 scholars on the rolls, with an average attendance of 800. Twenty-one teachers are employed, whose salaries amount to nearly \$12,000. The rent of buildings for schools is \$2,364.

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### NOTICES OF BOOKS AND PERIODICALS.

(87) We have read with great interest this book by Dr. Hart, and heartily wish a copy could be in the hands of every teacher, especially of every young teacher, in this state. When we say that to us it seems, in some respects, the best book upon the theory and practice of teaching yet published in this country, the reason for our wish will be evident. Dr. Hart is a clear and vigorous writer, a good thinker, a teacher of large and varied experience; and he has given us the results, not of theory, but of long-continued practice, close study, and keen observation. We like the book for its directness, for its conciseness, for its common sense, and for its suggestiveness. The author evidently rides but few hobbies, or, if he does, he has not brought them out for the benefit of his readers. Some of the positions taken in some of the chapters—as, for instance, those upon 'Teaching children what they do not understand' and upon 'Cultivating the memory in youth', may be controverted by some theorists; but we believe it can not be successfully done, for they are founded on the true philosophy of the human mind.

(88) THE Course of Elementary Physics by Mr. Rolfe and Mr. Gillet, of the Cambridge High School, is meeting with deserved and gratifying success. The *Chemistry*, which has been noticed in our pages, has passed to its fourth edition. The present volumes bear evidence of the same careful and advanced scholarship and adaptation to the wants of the class as did that work, while, in our judgment, they will be found better suited to the needs of the average school than is that. Teachers who have examined the *Chemistry* have seen that it is brought fully up to the present condition of scientific knowledge. It is so with these books. An objection may not unfairly be taken to them, that, though elementary works, they teach not only that which is thoroughly established and received by all, but some theories held only by certain schools and not as yet of universal acceptance. Yet this defect, if it be one, is but slight compared with that of teaching theories which have been universally abandoned,

(87) IN THE SCHOOL-ROOM. By John S. Hart, L.L.D. Eldredge & Bro., Philadelphia.

(88) A HAND-BOOK OF NATURAL PHILOSOPHY. 300 pages. A HAND-BOOK OF THE STARS. 218 pages. By W. J. Rolfe and J. A. Gillet, teachers in the High School, Cambridge. Woolworth, Ainsworth & Co., Boston.

and giving modes of explanation of phenomena received from the infancy of the sciences, as do some text-books with which teachers are acquainted. In the *Natural Philosophy* the authors adopt the admirable plan of giving a summary of a subject,—after treating it as fully as their limits allow,—and then problems upon it. The *Book of the Stars* is an attempt to give the present state of our knowledge of Astronomy so far as it can be done without mathematics; though in the appendix they give all needful mathematical formulas and discussions. These books are well worthy the attention and examination of teachers and school-boards who desire to introduce these studies into their schools. If thoroughly mastered, they will give much more extended and scholarly results than are commonly attained in these branches.

(89) FROM what was said in a notice of the higher book of the same series, our opinion can be inferred concerning the author's method of presenting the study of Grammar. We like the book before us better than any other one having the same scope. It is based upon the idea that with children the use of language is the result of habit, and that the way to secure a correct use of it by them is to insist upon their using it correctly. The living teacher, by continual precept, and still more by example, is the power which is to shape their forms of expression. This is the true idea, and, if assiduously carried out, will, of itself, do more to correct the language of our people than all the grammars that have ever been published. This book commences by calling the attention of the pupils to objects with which they are familiar and encouraging them to talk about them. This exercise gives opportunity to correct their mispronunciation of words, and the expressions they use. Incorrect expressions are given them to correct, and they are encouraged to use various forms for the same thought. In this manner, by oral and written exercises, they are led to understand the meaning and use of words and the distinctions upon which their classification is based. Their knowledge of principles is gradually unfolded from their use of words. After the introduction, comprising about one-fourth part of the book, the author proceeds with a more formal treatment of his subject. The topics are simplified and well adapted to the comprehension of children; but were the plan of illustration and familiar application, so admirably adopted in the first part of the book, more fully adopted here, we should have liked it better. Taken all in all, this is a better book for the instruction of the mass of children in our public schools than those of larger pretensions.

W.

(90) THOSE who have ever seen Lossing's *Field-Book of the Revolution* will fully accord with what we have to say of this *History of the United States*. The work is written in a pleasing style, and is accurate in dates and facts. Its illustrations are neat, if not always true. They not only make the book more attractive, but they serve to rivet the facts more closely to the memory. One feature we will not pass unnoticed. We refer to the questions at the bottom of each page. We doubt the propriety of writing out set forms of questions for teachers to read and for pupils to hunt out the required answers. We remember how we used to do it when we were a boy, and we know now that the process was a harmful one. The same criticism can be made upon most of our school-books. On the whole, this book is a good one, and we are glad to give it a place among our best text-books.

S.

(91) THIS is a valuable book, and is deserving of more than a passing notice. The rules for computation are concise and practical, the business forms are unique, and the information and suggestions it contains are very valuable.

(92) THERE is evidently a growing reform in the matter of text-books, especially those upon the sciences. Too often these latter have been the production of sciolists and mere book-makers, or, if by true scientific men, have aimed rather at the character of cyclopædias,—in either case being unfit for the purposes of the class-room and the use of the tyro. This book, of which in its English dress we had often heard, is one which avoids both these faults. Thor-

(89) INTRODUCTION TO ENGLISH GRAMMAR. By Samuel S. Greene, A.M., Author of a Series of Grammars. 224 pages 16mo. Cowperthwait & Co., Philadelphia; E. Speakman & Co., Chicago.

(90) LOSSING'S COMMON-SCHOOL HISTORY OF THE UNITED STATES. Mason Brothers, New York.

(91) CRITTENDEN'S COMMERCIAL ARITHMETIC AND BUSINESS MANUAL. E. C. & J. Bid-  
dle, Philadelphia; E. Speakman & Co., Chicago.

(92) ROSCOE'S ELEMENTARY CHEMISTRY. Wm. Wood & Co., New York. \$1.50.



oughly scientific in its modes of presentation, and up to the present state of the science, it is yet so condensed that the learner is not discouraged when it is put into his hands. Tested by actual results in the school and class-room, it has been received with great favor, having been extensively used in England, and imported into this country for the use of some schools. The publishers have issued it in a very neat and attractive style, and we most heartily advise teachers to examine it when deciding upon a text-book in this science.

(93) THE author of these books, commencing with the dictum that "The only way by which the use of a word can be taught is to give a sentence in which the word is correctly used," has endeavored to render the study of Etymology in our schools both more attractive and more valuable than it is made as commonly pursued. The *Model Definer* consists of three parts: the first consisting of definitions—as Acute, sharp (The pain was very acute.); the second of definitions and combinations, taking first the Latin word Ago, and giving its English derivatives with their meanings, and so on through many of the Latin derivatives; the third treating of the prefixes and suffixes, with illustrative sentences. The *Model Etymology* goes much more fully into the Latin roots, and also contains a much larger number of illustrative sentences. These books are among the very best we have ever seen upon these subjects, and can not be thoroughly studied without good results.

(94) To teachers who keep full accounts with their pupils these records may be recommended as being made of good paper, well ruled and spaced, and as embracing a larger number of weeks and amount of items than is usual. The plan of the pupil's also keeping a record of himself is an excellent one. The subject of school-records, their utility, and the extent to which they shall be carried—is a question on which there is much difference of opinion, and one which needs to be more thoroughly discussed. But whatever teacher needs a large blank book, ruled with spaces for every school-day for a month, with lettered heads, with spaces for credits, debits and standing for each week, he can do no better than to take these. Should he do so, we advise him by all means to institute a check upon himself, by procuring the pupils' record for his scholars. The professor's and the superintendent's records are marked by the same excellences.

(95) THIS valuable publication can not be too highly recommended to Sunday-school teachers. Its pages are replete with instruction and suggestions of very great value. We are gratified at knowing that here in the West we have a Sunday-school journal that stands fully abreast of the best in the country. The publishers propose to issue, during the coming fall, a new paper, to be entitled 'The Sunday-School Scholar'. It is designed to be widely different from any thing now in the field. If managed and edited with the ability of the Sunday-School Teacher, there will be no question of its success.

(96) WE have received the first two numbers of the *New York Journal of Education*, a monthly of 16 quarto pages, issued at Albany. Judging by these, it will be of great value to the teachers of that state, and we welcome it to our list of exchanges. We notice a misapprehension in speaking of the uniform to be worn by the students of the Illinois Industrial University. It says "This is going a step backward. Unless for the purpose of military drill, no student should be required to label himself as such." While we do not agree with this dictum, believing, on the contrary, that such marks of distinction are valuable to any institution, a little reflection would have told the editor that this uniform is for the purpose of military drill—instruction in military tactics and drill being required by the fundamental law of all the State Industrial Schools.

(97) THE GALAXY.—This monthly is gradually working its way to a high position in the estimation of the lovers of literary excellence among our people. Besides the usual variety of stories and essays found in such journals, the Miscellany and subsequent departments give opportunity for short articles on current topics, which are discussed vigorously and sensibly. The subscription price is \$4.00 per year. Published by Sheldon & Co., New York. w.

(93) THE MODEL DEFINER (25 cts.); THE MODEL ETYMOLOGY (60 cts.). By A. C. Webb, Principal of Lane-Street Grammar School. Eldredge & Brother, Philadelphia.

(94) UNIVERSAL RECORDS FOR TEACHERS (48 pages folio, \$1.00); UNIVERSAL RECORDS FOR PUPILS (Style 1, 8 cents; Style 2, 10 cents). Hamilton S. McRae, Muncie, Indiana.

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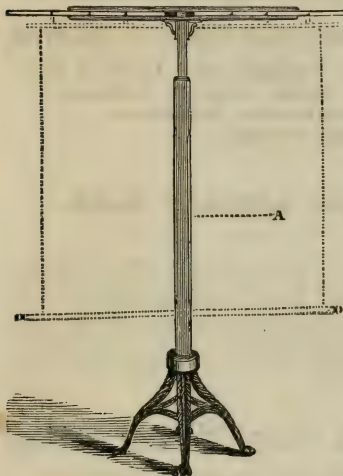
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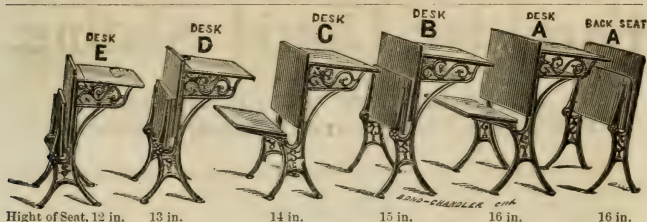
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# ILLINOIS TEACHER.

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## USE OF A VARIETY OF TEXT-BOOKS IN THE SAME CLASS.

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ALL teachers who have ever taught district schools have, undoubtedly, in nearly every such school, been perplexed and troubled by the different text-books in the same branch of study, or the different editions of the same author, which their pupils present for their inspection,—forbidding, apparently, all classification, and all advanced teaching. So deeply has this difficulty been felt, that there is a very general cry for uniformity of text-books, and a demand that such uniformity be established by law. Several states have yielded to the demand, and selected lists of books to be used exclusively in those states.

While there are very obvious advantages in this, there are, we think, serious disadvantages and dangers; so that we should be very sorry to see the plan adopted in our own state. We do not propose, at this time, to enter upon a discussion of the subject of Uniformity, but only to indicate, for the benefit of young and inexperienced teachers, methods by which some of these disadvantages may be met and obviated. In the first place, let us say that it is very desirable that the text-books in the same school should be uniform, as indeed, perhaps, in the same town. The school-directors are the proper persons to attend to this matter, and they should undoubtedly see that such is the case. But directors are human, and therefore neglectful of duty often; and some times there are difficulties in the way which perhaps a teacher unacquainted with the people can hardly understand. Too often teachers themselves are at fault in this matter. They prefer another text-book to the one they find in general use, and exert all their influence to make a change. A few scholars purchase the book preferred, but many do not, and will not. The next winter another teacher has another preference, and another change is made. We say plainly that, in our experience, teachers have been mainly at fault in this matter. No changes should be made, unless general ones, and for very obvious and good reasons. And in all cases of change very great

care should be taken that the expense be not burdensome to the parents.

It is true, then, that, in very many cases, the teacher finds, upon commencing his school, various kinds of readers, arithmetics, grammars, geographies, etc., and that it is impossible or unwise to secure a uniformity. What shall he do? Shall he give up all attempt at classification, or shall he classify only those using the same books, or shall he multiply classes? We think, neither. This last—multiplying classes—is the common fault of young teachers. Rather than this, let him classify so as to give to each class ample time for recitation, for drill, and for instruction. Take Arithmetic, for example. The pupils are of various grades and are using various text-books. Some have ‘ciphered’ to Cube Root, some to Interest, some to the Rule of Three, some through Fractions, etc. What shall be done? What we have done with success, in such cases, has been to explain clearly to the pupils the advantages of classification, and the impossibility of forming many classes. (We have never, by the way, found any disadvantage from taking pupils into our difficulties thus.) Then we have formed—for the purposes of *recitation* and of demonstration upon the blackboard—a class including not only those who have never been over that part of the arithmetic, but all those who have: say, let the advanced class commence with Interest or Fractions, or any topic decided upon; the less advanced class commencing, of course, at an earlier stage. Let it be thoroughly understood for what purpose this class is formed—namely, for accurate recitation and drill, for demonstrations on the blackboard, and for instructions from the teacher; also, that the lessons must be thoroughly mastered by every one. Then be sure and urge the advanced pupils to go on by themselves, aiding them in all difficulties—out of school-hours, or at such times as is practicable. Do not give for your lessons so many pages in the book, or so many examples, but topics. They then can use any arithmetic, and perhaps the more the better. Suppose you assign as a lesson Addition of Fractions. Let each pupil be ready with the rule and demonstration as given in his text-book: be sure that those using other books note the difference, if any: let all be compared together and the best selected. Be also sure and see that each one has performed the work in his own book. Then send the class to the board with problems of your own, or selected from any book, and so on. In this way any or all arithmetics can be used, and with very great interest to the class. To be sure, it implies that the teacher should be a student—that he should lay off his work topically, and that he should be confined to no single text-book; but are these conditions hard?

So in Grammar. Supposing the lesson is the Noun. Let the pupil study any or all text-books—it matters not. Definitions vary but



little, and you will find that the detection of these variations will give the greatest delight to the young student. After the lesson has been recited, and explained, then take any author, and let all the nouns of a paragraph be selected, the reason for each selection be given, etc. Encourage excursions to various books, rather than confinement to one. Arrange in your own mind the order of topics and the divisions you will make, and you will be surprised at the ease with which the thing is done and the interest excited.

Thus also in Geography. Supposing you have reached the Map of North America. Let a lesson be upon the Capes—commencing at the Northeast; another upon the Gulfs and Bays, the Rivers, or any such subject. If you have reached the States, how easy to have it so arranged that the pupils will understand that they are to give all the historical information they can find—the productions, the climate, the boundaries, water, chief towns, etc.,—and then let each use any geography and atlas that he has. It will soon be found, if your experience is like ours, that the pupils will be eager to bring in more information than any one geography gives, and that the recitation is a source of emulation, and a pleasure.

In Reading there is usually the most difficulty experienced, and perhaps necessarily so. But even here the difficulty can be done away with, at least in part. Supposing your class ought all to be in the Second Reader, but some have the Third; some have Edwards's, some have the Second of Parker and Watson's, or of any of the numberless series that are issued. What shall the teacher do? We answer, if the boys with the Third Reader have a Second one at home, let them bring that; but if not, let them use their Third, and form a class of them all. You can practice them in the sounds of the letters and in difficult combinations—perhaps even better without books than with. Your directors should provide a set of charts; but if they will not, do it yourself. Then, as a pupil reads, let every other member of the class close the book and attend to him. Make him read his verse or his little story so that the *other pupils can understand him without looking on*, and can tell what he has read after he has closed. Give opportunity for criticism—perhaps reading it yourself, and then let another read. No matter if he has another book, or another one of the series. What you want is to make clear and good readers, those that can be understood by others when they listen. Let a pupil once in a while, for a reward, bring a short story to school and read it to the class. It will give great interest. Of course, in assigning lessons for study the order of each book must be followed, and then all will advance alike.

We throw out these hints, not for the benefit of experienced teachers, but to aid beginners when perplexed by no classification in school. Let us say further that, though, of course, there are differences in different series of text-books—some being better than others,—yet that

the difference is not so great, after all, as is often imagined by teachers. With any text-book, even the poorest, a good teacher will make good scholars; with the best books a poor teacher will do nothing. To us it is always a source of suspicion when we see a new teacher immediately urging a change of books. It makes us think him a routinist, unacquainted with principles, and wedded to the books he has been taught from, or in which he has *heard recitations* — for such a one can in no true sense of the word be said to teach. M.

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## S P E L L I N G .

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THE time was when locomotion was restricted to the common methods, such as traveling upon foot, in two-horse wagons, in buggies, in slow-going coaches; or upon the water in sail- or row-boats. But in latter days these have, in a measure, given place to the steam-vessel and the rapidly-rolling car. The time was when the hook and the scythe harvested the vast fields of grain and grass: now the farmer calls to his assistance the improved reaper and mower impelled by horse-power. The flail or the incessant treading of horses' hoofs threshed the many bushels of grain required for man's sustenance: now this work is performed by singing cylinders, driven, perhaps, by the never-wearied power of steam. Almost every branch of industry has received a new impetus and made rapid strides toward perfection by means of new apparatus and new methods of applying power.

And has the ever-fertile brain of the restless and imaginative Yankee furnished nothing for the relief of the luckless urchin compelled to con the long dull column of spelling? Is there no royal road to proficiency in orthography? Must we grind our corn in the same old treadmill that our sires used a hundred years ago? In many country villages and rural districts the methods in use when I was a boy have yet undergone but little or no change. Many teachers do not seem to know that spelling can be taught in any other way than by having the whole school in one large class, and letting every pupil have his trial at guessing the spelling of words of whose meaning or signification he has not the most distant idea. This method ignores every mental faculty of the pupil except memory. True, there were many good spellers, but not because the system made them such: they came up in spite of it, as many healthy children are reared in dirty hovels in spite of exposure and filth.

Where so many pupils of all possible grades of proficiency are brought together, it is not possible that all can be interested in the recitation. If the lesson is adapted to the capacity of the higher

grades, all lower grades will be but little profited by it. If it suits the capacity of the average or medium grade, the higher has a decided advantage, since it is to them as a review. The medium grade, becoming discouraged, may lose their zeal; and the lower grade is still unprovided for. The difficulty will not be removed by adapting the lesson to the capacity of the lower grade, for the higher grades will not be sufficiently taxed in the preparation of their lessons.

Then let the spelling-class be graded: that is, let each grade form a separate class in spelling. If the school is not graded, which is generally the case in the schools above referred to, an approximation may be made by letting spelling and reading constitute one class: for example, let those reading in the Second Reader constitute one spelling-class, those in the Third Reader another, and so on. If there be not time sufficient for so many classes, two of these might possibly in some instances be profitably united. The members of the class should be, as nearly as possible, of the same proficiency, and the lesson sufficiently long to keep them busily employed during the time for studying it; yet not so difficult that they can not by diligent study master it. If they fail to get it because it is too difficult, repeat it from day to day, till it is learned. Do not pass it by half-committed, in the vain hope that it will come to them by-and-by. Such a course discourages the pupil, and begets a listless, idle habit. Since he thinks it is not possible for him to learn his lesson, he does not try. If, after having given sufficient time and repeated the lesson, some or all of the class seem disposed not to study it, which frequently happens with pupils from ten to twelve years of age—especially with boys,—detaining them once or twice over recess or after school, with proper vigilance on the part of the teacher in regular school-hours, will in most cases be sufficient spur to excite them to study. No pupil likes to be detained or put on extra duty. I can not imagine a much more reprehensible course than to push a class ahead when nine of every ten know nothing at all definitely about the lesson. The same is true of every other study. It seems almost an insult to refer to such a course in the presence of good teachers; and, did I not know that it is, alas, too much in use among those called teachers, I should not have called attention to it.

Nothing connected with teaching grieves me more than to witness a recitation in oral spelling where the teacher is repeatedly compelled to put the word to the next, and the next, and the next, and the next, and the next, until it has gone around the whole class. Better send such a class to their seats to study the lesson again. I should not say 'next' very often: rather than do that, I would call for those who know how to spell the word, and give it to one of them. No good comes of saying 'next' so often, and having every pupil guessing at the spelling. It has been said, and I think with much truth, "If

pupils do not recite well, it is the teacher's fault." If he will accept a poor recitation, they will bring him such; if he will not accept such, they will bring him better. True, he must insist and encourage, also. He must require of them the very best they can do, give them sufficient time to prepare, and good recitations will be the result. Allow none to recite but those who are prepared. Make it dishonorable to have a poor recitation: do not hurry on from one lesson to another: better spend a week on one lesson than go forward when nine-tenths of class are not prepared.

Giving for a spelling-lesson those long hard words of which the pupil knows nothing, and to which he attaches no signification whatever, can not be to earnestly disapproved. Let the small pupil have for a lesson the names of familiar objects, and as he advances those words denoting familiar actions, qualities, etc.—words in his every-day vocabulary. Then select them from the reading-lesson: as new words are found, let them be explained, till he has some definite idea of them. Many words vary in orthography with their signification. As soon as practicable, let him learn to use the dictionary for definitions when new words occur in the reading-lesson.

At a very early day introduce the writing exercise in spelling. Spelling is not an end, but a means, and should be treated as such. It is only as the scaffolding which the carpenter erects around the house he is constructing. It is of no practical value, only as it enables one to call words at sight correctly in reading, and to arrange letters properly into words when writing. As generally conducted, the oral exercise loses its proper use—namely, to facilitate the proper pronunciation of words in reading; as, when a word is spelled throughout without pronouncing the whole word, or even a single syllable, or pronouncing the syllables separately without combining them consecutively and continuously until the work is completed, or where they are pronounced incorrectly. Take for example the word *amiability*. Some pupils would spell it thus: a mia āmīā bil bīl i ty tŷ, āmīābilitŷ. Do not permit them to spell it in this manner. Let it be spelled as follows: a ā mī mī āmī a ā āmīā bil bīl āmīābīl i ī āmīābīl i ty tŷ, āmīābilitŷ. On the other hand, do not permit them to spell *gathered* thus, g a t h g a t h e r e r g a t h e d e d g a t h e d e d, in three syllables; but in two, thus, g a t h g a t h e r e d e d g a t h e d e d, as it is pronounced. An oral exercise of this kind, if faithfully and rigidly persisted in, will be of immense profit, for it requires the pupil to examine the power of every vowel in the word,—in fact, of every letter,—and to note the exact number of syllables, which, with the proper accent, will enable him to pronounce the word accurately and correctly. This exercise may be introduced in the course much earlier than those teachers would suppose who have never tried it, or who have themselves never thus been drilled.

When the pupils have become sufficiently skilled in the use of the pen or pencil to use it rapidly, the writing exercise should occupy much of the time. By far the most important use of spelling, practically considered, is in writing. Many pupils who spell well orally fail most woefully when called upon for a written exercise. Should some one ask Will not those who have been drilled by the writing system fail quite as badly when called upon to spell orally? I would answer, Should I grant it, theirs would not be so great a waste of labor, for written, and not oral, spelling is what we want practically; but this supposes a thorough preceding drill in oral spelling.

Your theory seems very plausible, says one; but how do you apply it in the school-room? I will tell you, for I find theory without practice or application worth but little; and many teachers find more difficulty in discovering the method of application than in acquiring the theory after its presentation. Suppose I have a class in the Second or Third Reader—no difference whose,—not yet accustomed to any thing but oral spelling, and pronouncing the syllables and words or not, just as it happens, or as it suits them. I would drill them for two or three weeks, or until they had attained a considerable degree of proficiency, in the pronunciation of syllables separately and in combination; then I would request them to bring their slates to the recitation. Some, perhaps half the class, will tell me they can not write. I insist upon having the slates and pencils brought, telling them, if they can not write, they may print. They will soon learn to write. For the first three or four weeks I may not require them to write more than five words at a recitation,—perhaps a less number for a few recitations. I pronounce the word but once, requiring every member of the class to write it, giving them sufficient time to do so. I then call upon some one to pronounce and read from the slate the first word written upon it, as there written, in the manner before indicated. All who have any objection to the pronunciation or spelling, or have the word written differently, indicate it by raising a hand; another and another is called, until every different spelling or pronunciation has been heard. Then the proper spelling and pronunciation are given or indicated. Some times one word only is written before reading, some times the whole lesson is written first: in other words, some times the reading and writing are simultaneous as nearly as possible, in other cases the writing precedes the reading. When through with these, we proceed as before with the oral exercise, until the time for the recitation expires. By-and-by they will acquire such facility with the pencil that we may write ten or fifteen words in as many minutes, in which a whole class has been engaged the whole time, and every pupil has been heard; whereas by the oral method they would not have spelled, perhaps, more than two words each. If as the class ordinarily stands, in a large class or crowded house, there be not sufficient elbow-room for the writing exercise, I



would number them—one, two; one, two; one, two;—and form two ranks, one of number one, the other of number two. This may be done with very little disorder or confusion. If the oral exercise follows, and the members of the class are striving for head, as many classes do, they may take their places in the class again without disorder when the writing exercise closes. The lesson for this exercise may be assigned from any spelling-book, but I would much prefer to have it from the reader which the class is using.

When the class have become farther advanced, and have acquired a ready use of the pencil or pen, I have my pupils seated until the word has been written. All who are sure they can spell, divide and pronounce the syllables correctly rise. One is called, who spells as above indicated. Those satisfied with the spelling, syllabication, and pronunciation, sit; those dissatisfied stand. One and another is called, till all are heard. If any doubt remains, the proper spelling, etc., is given or indicated. Frequent reference is made to the dictionary. These words are selected entirely from the reading-lesson. Some times, in connection with this, we require a definition of the word immediately after the first or second pronunciation. This definition need not be confined to that contained in the large dictionary, but limited only by the pupil's knowledge.

Another method in frequent use, especially when it is desired to keep a register of proficiency against the class, is this: Each pupil is required to furnish a blank book, or sheets of paper, ruled with two or three vertical columns on each page, for twenty or twenty-five words in each column. The words are pronounced as before: every pupil writes them in his book, forty or fifty, as the case may be. At the close of the exercise these books are collected and put into the hands of two or more pupils belonging to the class for examination, who compare them with the printed book, note the errors by numbers opposite the words containing them, report the sum errors against each pupil to the teacher, on a slip of paper, and return the books to their respective owners in time for the next exercise, leaving each pupil to find for himself in what his error consists. This report is easily transferred to the daily register, by comparing the number of words missed with the whole number in the lesson. At the next exercise the books are given to others, so that in time every member of the class will be called upon to criticise the work of his classmates, and thus become accustomed to read the writing of others,—a very necessary part of education. The teacher must not abandon these books, however: he should frequently examine them after they have left the hands of the critics, lest they (the critics) should fall into a habit of partiality or negligence, making up partial or imperfect reports. I have had pupils by this method to write consecutively a thousand words, and even more, without missing one, as the records now in my

possession show. This is entirely a written exercise, there being no oral exercise connected with it.

Whatever method you adopt, let it be one that will cause the pupils to write much, and serve to keep their minds constantly engaged upon the lesson. Do not suffer their minds to be directed to any thing else for the time being, nor their attention to lag. For this purpose the oral can not equal the writing method, in large classes. PUPILUS.

## SOUTHERN ILLINOIS EDUCATIONAL CONVENTION.

REPORTED BY JAMES P. SLADE, SECRETARY.

CENTRALIA, TUESDAY, SEPT. 1st, 1868—10 o'clock A.M.

THE Convention met in the Methodist Church, and was called to order by the Chairman of the Executive Committee, W. H. V. Raymond, of Alton.

Prayer was offered by Rev. J. W. Stark, of Centralia; after which the following officers were elected:

*President*—JOEL G. MORGAN, of Cairo; *Secretary*—JAMES P. SLADE, of Belleville; *Assistant Secretary*—JAMES R. ABERNATHY, of Jefferson Co.; *Vice-Presidents*—J. C. TULLY, of Montgomery, and W. P. SLOAN, of Pope Co.; *Treasurer*—J. W. BLAIR, of Perry Co.; *R. R. Secretary*—JAMES S. STEVENSON, of Sparta.

The following committees were appointed:

*On Conditions of Membership*—E. A. Gastman, of Decatur; T. Steyer, County Superintendent of Pope; and W. H. V. Raymond, of Alton.

*On Organization*—E. P. Burlingham, of Cairo; J. S. Stevenson, of Sparta; E. A. Gastman, of Decatur; A. C. Hillman, of Washington Co.; and D. M. Fulwiler, of Montgomery.

The Committee on Organization was, on motion, instructed to report a Constitution and By-Laws.

On behalf of the Mayor, City Council and citizens of Centralia, Rev. I. S. Mahan made the following Address of Welcome:

MR. PRESIDENT, AND LADIES AND GENTLEMEN:

It becomes my duty, by appointment of the Mayor and Council of the City of Centralia, on their behalf and that of the citizens of this place, to welcome you to our city and homes and our hospitalities.

We welcome you, first of all, for your *work's sake*. When a profession, honorable in itself, is connected with the public virtue and the public happiness, and with the security of the state, the calling adds to the dignity and honor of the highest intellect that may be engaged in it. However noble or ignoble may be the character and talents of the workers in your profession, we realize that the work is immortal.

It would be a 'thing of beauty' if some genial hand should go through all our tangled forests, and so shape each growing sapling and so bend each twig that every tree of the woods should come to lift up a graceful form, and every forest of our state should present, in stead of unsightly thickets and matted underbrush, all possible forms of grace and elegance; and that, in stead of deformity, symmetry and beauty should mark the old oaks of coming ages.

These twigs and young trees of the wood are the boys and girls of the present, but the active men and women of the future; the trodden mats of underbrush and unshapen scrubs are the uncultured sons and daughters of toil, who constitute the great herd of humanity, and whose 'life's labor-song' is an endless hum of one dull note; and the trees towering with grace and strength, or bending with their ripe fruit, are the fair youth of our state, with cultured heart and mind, when they come to be *the people*.

Shaping the destiny and moulding the hopes and the successes of thousands of opening minds is the calling of each one of our guests. Your labor is to 'bend the twigs' of aspiring youth, and 'incline the trees' of immortality. You are toilers who culture not *soils*, but *souls*, and cause two hopes to bud, two thoughts to spring, and two noble deeds to be done, where otherwise there would have been but one; and these hopes to burst forth with higher promise, these thoughts to spring with more of immortal beauty, and these deeds to be done with higher forms of power, and with farther-reaching results. He who should culture a single dwarfed and knotted tree that may chance to stand by the wayside, and cause it to grow smooth, and to lift its head high, and to spread out wide its sheltering or fruitful boughs, would do a work of some worth to mankind: how much more he who elevates, enlightens and expands a dwarfed and darkened mind, and gives to the world a strong and cultured man, in the stead of a weak and ignorant one.

Or, as men in a foundry control the free-flowing metal, *guiding it as they will*, forming the wheels of useful machinery, or the varied works of the fine arts,—so *you* are workers in God's great Foundry of Humanity, moulding, shaping, polishing, not *common metals*, but *common minds*, casting them in divers forms of imperishable strength and beauty. Of the undying nature and worth of your work we trust we have some proper appreciation. And we welcome you, sir, because of the *wants of the country* in which you work.

Hereabouts the country is called *Egypt*. Call it what you please, sir: *Egypt* is destined to become the GARDEN of this great Garden State. Its climate and its natural resources are now attracting a large immigration of an active, intelligent and refined population. Of every farm they are making *two*, or perchance *ten*. It is to be the home of the thrifty gardener, the contented orchardist, and the genial, social, hospitable fruit-grower, rather than of the large farmer or isolated planter. Pomona soon shall have a temple in every town. The abundance of health-giving fruits, added to a very salubrious climate, makes it one of the most healthful, as it must soon be one of the most attractive, regions of our whole country.

While the population of the whole state has doubled its numbers every *ten* years for the last fifty years, I am satisfied, from extensive observation, that the towns and cities of Egypt, and the country all along the public thoroughfares, are much more than doubling their population every *five* years. In truth, sir, the wise old Jacobs of other states, and of other parts of this state, are sending each his twelve sons to this Egypt to bow down to our Josephs, and beg for a little possession in Goshen, and say, "Thy servants have been vine-dressers, and our trade hath been about tending trees from our youth; we pray thee, give us a little portion in this land of fruits and gardens." Thus, sir, thousands have come, and tens of thousands are yet to come.

Now, these gathering multitudes of Humanity need constantly-increasing facilities for education and elevation. They need the aid of the combined counsels and of the united wisdom of all their teachers. Well may Centralia, then, the central and most rapidly-growing city of Egypt, welcome to-day such a convention as this, of enlightened educators. Her Council and her citizens have ever shown a large measure of public spirit, both for her own local interest and for every thing pertaining to the welfare of the state.

To supply the educational wants of the fifty-two counties composing the south half of this state is a very different task from that of supplying their wants of ten or fifty years ago. The little log school-house, with a three-

months winter school, and a teacher that could *read, write, and cipher*, and who always had on hand a good supply of *birch and hickory*, were about all that was demanded in the olden time. But times have changed. The new school-house has been built: it is large and many parted; nevertheless, it is more than full. For there are few towns over this broad region which you represent that are prepared to furnish room for all the children that demand education. Scarce any people can be persuaded to erect accommodations sufficient for the growing wants of their own children. Educators must lead public sentiment in this matter. Withal, the Graded School demands the Graded Teacher—neither the *laggard* nor the *learned numskull*. The age demands the man of energy and of genuine culture, both of head and heart.

But, then, Mr. President, how is this vast field to be tilled without suitable workmen? And how are the workmen to be prepared *suitably* to teach these growing thousands of aspiring youth, in all Southern Illinois, without the Southern Illinois Normal School? The Nation and the States are endowing Colleges and Universities with millions of money to teach men how to till the farm, rear the stock, and run machinery; and shall not our state do a little more to give suitable training to the teachers of this region?

I well remember that fifteen years ago it was thought that the wants of Illinois imperatively demanded a Normal School; and doubtless they did. But, sir, another Illinois, and a half more, have been added to the state during that time. And, considering all the circumstances, perhaps the demand was not so urgent then for that first Normal as it is now for the new Normal.

The field needs *work* and *workers* now; but what of the twenty or fifty years to come, when you shall have cast your mantles on others and have given over the tools of your profession into other hands? Shall we have intelligence and virtue, or ignorance and vice, to rule the state? "Watchmen! what of the night?"

We welcome you *because of the results which must follow from this convention*. You have come here to work. It is easy to discern that the calling of this convention means something for the future welfare of the country. This is no ordinary gathering. The earnest workers in all the grades, who toil year in and year out for the weal of the coming generations, are here to-day.

And then I see the *masters* are here—the teachers of teachers—the men who make the models as well as those who copy them—the presiding geniuses who sit at the fountain-heads of learning, in the higher schools, colleges, and universities,—many of them, too, teachers in holy things, and in the doctrines of the one Great Master.

With so many earnest men and women, this convention must *tell upon the future of our country* in various ways: in lifting higher the standard of education for the masses—one of the grand objects of this convention; in elevating the standard of required qualifications of teachers—a consummation devoutly desired by every teacher; and, I may express the hope, in the taking of steps looking toward an increase of facilities for the *special education of teachers*, with direct reference to Southern Illinois and the proposed Southern Normal School; and, finally, in the formation of an alliance or association of teachers of the south part of the state to secure all the important ends that such an organization would have in view.

In view of these and other considerations, and especially in view of the personal character of the members of this convention, as men and ladies of exalted and earnest motives, in behalf of the Mayor and City Council, whose request I now but imperfectly fulfill, and in behalf of the good citizens of Centralia, I now most earnestly greet you, sir, and the convention over which you preside, and extend to each one of you a most hearty welcome to our city, our homes, and our hospitalities.

The President responded to the Address of Welcome in a few earnest and well-chosen words.

On motion, adjourned, to meet at two P.M.

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TWO O'CLOCK P.M.

The Convention was called to order by the President.

An exercise in Vocal Music was conducted by Prof. O. Blackman, of Chicago, who illustrated the manner in which he would teach children to sing. He said that the masses can be taught to sing only through the medium of the public schools, and that the objection that only those who can sing well should teach is not a good one. He said we might with equal propriety say that only those who are excellent readers should teach reading.

Hon. Newton Bateman delivered an address upon the importance and means of increasing the number of efficient teachers. He urged the necessity of the establishment of a Normal School in Southern Illinois. He also heartily recommended a system of County Normal Schools.

The following was then taken up for discussion:

*Resolved*, That legal eligibility to the County Superintendency should embrace the holding of a State Certificate.

The discussion was opened by J. P. Slade, of Belleville, who spoke of the high educational duties required of the Superintendents, stating that one of the objects in creating this office was to secure the employment of efficient teachers. He spoke, however, of the defects of this portion of the law, and dwelt upon the inconsistency of requiring teachers to be examined while no provision is made to secure the election of competent examiners. The proposed amendment would secure men specially qualified for this work — men eminent as teachers,—and would thus elevate the standard of requirements for county certificates. Some might urge that the liberty of the people to choose would be abridged by the adoption of this amendment; but no more than is now the case in regard to the selection of teachers, the only restriction being that they shall select from those found to be qualified. If the mass of people are not prepared to decide who are qualified to teach, much less are they to determine the qualifications of the Superintendent, who certainly ought to be a better scholar and a more efficient instructor than the average of teachers. This amendment would give additional value to the State Certificate, and do more than any other single act of legislation to make the business of teaching rank as a profession. It would prove an incentive to teachers to qualify themselves to obtain State Certificates, and would thus accomplish the very object sought. In reply to the objection that there are not enough holders of these certificates to fill these positions, he said the same argument might be urged to exempt teachers from examination — because there is not a sufficient number qualified.

J. S. Stevenson, of Sparta, opposed the resolution by saying that there can not be found in the whole state enough holders of State



Certificates to fill these positions, and that in executing such a law the Governor would be obliged to appoint the Superintendents to more than three-fourths of the counties in the state.

J. G. Morgan, of Cairo, thought the passage of such a law would take the selection of these officers out of the sphere of politics. In selecting them, the question asked would be Who are competent? not Who are the best partisans? The qualifications of each Superintendent should be equal or superior to those of the best teachers in his county; otherwise, how could he tell whether the teacher of the higher branches teaches truth or error? With such a law every Superintendent would prepare himself to perform the duties of the office, or resign and make room for some one who is competent. He, for one, would qualify himself for the position if it required twenty efforts.

Mr. Stevenson replied that he was ready, notwithstanding his former statements, to vote in favor of the resolution, if so amended that, in case the requisite number of qualified gentlemen are not to be found to fill these positions, the thirty-seven ladies holding State Certificates shall be eligible to that office.

The question was further discussed by T. M. Nichol and J. R. Abernathy in the affirmative, and by J. W. Blair, Dr. D. Read, and Dr. R. Allyn, in the negative.

On motion, the question was laid upon the table for future consideration.

The Committee on Conditions of Membership reported as follows:

*Resolved*, That the condition of membership in this Convention, for gentlemen, shall be the signing of the roll and the payment of one dollar; for ladies, the signing of the roll.

The resolution was adopted.

An Auditing Committee, consisting of J. N. Patrick, J. W. Blair, and D. G. Young, was appointed.

Convention adjourned.

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EVENING SESSION.

Music, by Prof. O. Blackman, Mrs. Dodge, Mr. Lyon, and W. H. Mason.

Dr. J. M. Gregory, of the Illinois Industrial University, delivered an address on the subject of *Industrial Education*. This was a very able and beautiful address, holding the large audience spell-bound to the end. He said that the forces of labor and education are coming nearer together. The great educational movement of the age is in the direction of linking learning and labor. Managers of schools and colleges should recognize this great demand before it is too late. He urged that the study of the natural sciences is of equal value with

that of the old languages, for all purposes of drill and development. Many of his positions were new, and his teaching marks a new era in the history of the doctrines of education.

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WEDNESDAY, SEPT. 2—9 A.M.

The President called the house to order.

Prayer by Rev. I. S. Mahan.

A lecture on Music by Prof. Blackman.

Minutes of yesterday read and approved.

On motion, Mr. Tully, of Montgomery, J. M. Pace, of Jefferson, and Mr. Johnson, of Pulaski, were appointed a Committee on Resolutions.

On motion, Dr. Edwards, of the State Normal University, was requested to address the convention. The Doctor responded in an able and telling address upon the *Art of Reading*.

The chair called the attention of the convention to the importance of giving a more hearty and liberal support to the Illinois Teacher.

Convention took a recess of ten minutes.

Business resumed.

The examination for State Certificates, advertised to be held in connection with this convention provided that the required number of teachers (10) be present, was indefinitely postponed, as but two teachers presented themselves for examination.

Lecture by Sanborn Tenney. The time has come when no well-educated person, especially no teacher, can afford to be ignorant of the facts of Natural History. He must understand them in order to comprehend the discussions of the day. He should know these facts simply to discover the principles which flow from them. There is nothing in which children are more interested than in this study. He then proceeded to show the classification of the Animal Kingdom into Vertebrates, Articulates, Mollusks, Radiates, and Protozoa.

The following was then discussed:

*Resolved*, That attendance upon school should be made compulsory by law.

Dr. Read, the first speaker, said: The object of discussion is to elicit truth. Intelligent finite beings frequently find it necessary to change their opinions and practices. When asked to discuss the question, he intended to favor the resolution, knowing that such a system had been tried very successfully in the City of Boston; but he was compelled to say his views, on mature reflection, had changed. The state can neither give nor abridge the inalienable rights of its citizens: the only duty of the state being to protect the citizens in the enjoyment of their natural rights. He questioned the right of the state to compel parents to send their children to school, until it should be shown that the voluntary system had failed.

Adjourned.

## AFTERNOON SESSION.

Discussion resumed.

J. C. Tully, of Montgomery, said: If children have an inherent right to education, and the father will not, from principle, send them to school, he should be compelled by law to do so. The class who would be benefited by that law are just those who ought to be reached — those who are indifferent in educating their children.

E. P. Burlingham, of Cairo, said: Self-preservation is the first law of our nature; and if it can be shown that the well-being of the state can be assured in no more practicable way, then such a law ought to be enacted, and not till then. He gave some statistics showing that not more than five per cent. of those who ought to attend school would be reached by such a law. If our teachers can not with ninety-five per cent. of the children in the schools place the safety of the state beyond a contingency, then we are not doing our duty. If we have any educational energy to spare, let it be expended in providing better schools. He showed that many of our schools are not taught by competent teachers, and that many intellects might be ruined by the proposed enactment. He next alluded to the many difficulties attending legislation upon this subject, and estimated that the expense of the execution of the law would be disproportionate to the results sought.

W. H. V. Raymond, of Alton, in favor of the resolution, said: In the face of the facts and figures given, look about and see how few of our boys and girls have a good common-school education, and we shall see that it will not do to be guided by figures—the figures which give the number of those who attend school regularly. He did not believe that fifty per cent. of those enrolled obtained a fair education, on account of irregular attendance.

[Mr. B. G. Roots, being detained at home by illness, did not reach Centralia till the last day; consequently he was not able to participate in the discussion.]

On motion, the resolution was laid on the table.

Recess, five minutes.

On renewing business, Prof. Tenney was introduced, and gave a brief but clearly-illustrated sketch of the geological history of the world, showing the grand steps of its progress—how it has changed from a mass of molten matter, submerged beneath a shoreless sea of hot water, through the Silurian period, when nothing but the lowest species of water animals existed; through the period of vegetable and higher animal life, to the grand final period, when man, the highest production of creative art, made his appearance; and how geologists are able to learn all these wonderful facts from Nature's records, the rocks, some of which lie buried twenty miles below the present sur-

face of the earth, by studying their edges, which have been thrown up to the surface by some terrible internal convulsion.

J. A. Kennedy, of Waterloo, read a paper in which he discussed the question—

*Resolved*, That a Normal School should be established in Southern Illinois by the Legislature.

He gave a history of the establishment of Teachers' Seminaries in Europe, and some statistics concerning them and those in this country.

Adjourned.

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EVENING SESSION.

Dr. Robert Allyn, of McKendree College, addressed the Convention upon the subject *Force, the teacher's great want*. The address was full of excellent practical suggestions for teachers.

At the conclusion of this address, Pres. Edwards, of the Normal, in a short but stirring address, spoke of the great work which our public schools are accomplishing, and of the high estimation in which they are held by the people of our state.

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THURSDAY, SEPT. 3d — 9 o'clock A.M.

Convention was called to order by Vice-President J. C. Tully.

Prayer by Rev. J. Hurty.

After an exercise in Vocal Music, conducted by Prof. Blackman, Prof. Tenney delivered a lecture, in which he alluded to the theory advanced yesterday, and said that every period changed the earth for the better. Higher types of animals were introduced upon the earth at each successive period. When the plan of the Almighty was full, he created the God-like animal—Man. Geology is not hostile to revelation. The Mosaic account is essentially the same as that found in the rocks. The days given by Moses are to be regarded as vast periods of time. He next spoke of sea-anemones, polyps, and corals and coral reefs. He further showed that this little animal has built up the material for houses, and for our statues and sculptural works, which exhibit the highest beauty that man is capable of reaching.

On motion, the regular business was suspended.

The Committee on Organization made their report.

The report was accepted, and the Constitution, as amended and adopted, is as follows:

## CONSTITUTION.

ARTICLE I.—This Association shall be called the Southern Illinois Educational Association.

ART. II.—The object of this Association shall be to unite the teachers, school-officers and friends of education in Southern Illinois in the work of elevating the character and increasing the efficiency of our schools.

ART. III.—This Association shall meet at least once a year, at such time and place as the Association shall, either by direct vote or by its Executive Committee, appoint.

ART. IV.—Gentlemen may become members of this Association by signing the Constitution and paying one dollar to the Treasurer. Ladies may become members by signing the Constitution.

ART. V.—The officers shall consist of a President, six Vice-Presidents, a Secretary, a Treasurer, and an Executive Committee, of three persons, who shall be elected by ballot, and shall hold their respective offices for the term of one year and until their successors are elected.

ART. VI.—This Constitution may be amended at any regular meeting of the Association, by a two-thirds vote of the members present.

The Convention then resolved itself into the SOUTHERN ILLINOIS EDUCATIONAL ASSOCIATION; and, on motion, all members [who had signed the roll were declared to be members of this Association.

On motion, the President appointed a committee, consisting of Dr. R. Allyn, Clark Braden, J. A. Kennedy, J. W. Blair, and J. A. Malone, to nominate officers.

It was voted that the remaining time of the morning session be devoted to the hearing of brief reports, not to exceed three minutes each, upon the general condition of education in the various counties represented in this Association. The counties named below were represented as follows:

Alexander, W. J. Yost; Coles, Messrs. Gates and Clark; Clinton, B. G. Roots; Crawford, Mr. Wigal; Effingham, W. I. N. Fisher; Edgar, J. Hurty; Fayette, Mr. Burdick; Hamilton, John Turrentine; Jackson, C. Braden; Jefferson, J. M. Pace; Johnson, Miss Bell Warder.

The hearing of further reports was deferred till 2 o'clock P.M.

The questions in regard to the establishment of a Normal School in Southern Illinois, was made the special subject for discussion at half-past 2 P.M.

Adjourned.

## AFTERNOON.

County reports continued, as follows:

Macoupin, Mr. Page; Monroe, Mr. Kennedy; Montgomery, Mr. Tully; Randolph, Mr. Hood; Clark, Mr. Hurty; Richland, Mr. Edmiston; Massac, Mr. Johnson.

The Committee on Nominations reported.

Their report was accepted, and the Secretary was directed to cast the vote of the Association for the persons nominated.

The officers elected were as follows:



*President*—ROBERT ALLYN, of St. Clair Co. *Vice-Presidents*—1st, J. HURTY, of Edgar Co.; 2d, W. H. V. RAYMOND, of Madison; 3d, D. G. YOUNG, of Williamson; 4th, J. A. KENNEDY, of Monroe; 5th, J. C. SCOTT, of Richland; 6th, J. G. MORGAN, of Alexander. *Secretary*—JAMES P. SLADE, of St. Clair. *Treasurer*—JAMES W. BLAIR, of Perry. *Executive Committee*—1st, C. BRADEN, of Jackson; 2d, E. P. BURLINGHAM, of Alexander; 3d, W. F. GORRELL, of Christian Co.

The hour for discussion having arrived, Clark Braden, of Carbon-dale, said it was not necessary to speak of the need of a Normal School in Southern Illinois, but rather of the steps to be taken to secure its establishment. It would be better to have an act passed establishing a Normal School in this portion of the state, than a penitentiary, of which so much has been said. The fare to the Normal costs a student in this part of the state more than his expenses at the University. Not more than ten teachers from Egypt have been educated there. The influence of such an institution in our midst would do much to improve the condition of our schools. In saying that public opinion demands it, he spoke from actual observation.

Dr. Allyn said the organization of this Convention would aid in directing public attention to this matter. We should convince members of the legislature and the prominent men of this section of the state that it will not only be safe, but that the measure will be highly popular.

The Committee on Resolutions reported, and the following were adopted:

WHEREAS, the Public-School System in this state is recognized as being vitally essential to the preservation of freedom and virtue, and therefore to the future existence of democratic principles or republican government; and *whereas*, the efficiency of this system depends largely upon the ability and training of the teacher; and *whereas*, the great State of Illinois has in its wisdom established a Normal University in the northern half of this state, of which we are justly proud, and this University having demonstrated its usefulness and the necessity for its existence, and being quite unable, notwithstanding the greatest exertion of its energetic and overworked faculty, to supply the demand for teachers well trained in their profession for the public schools; and *whereas*, the population and wealth of the state of Illinois has more than doubled since the opening of the present Normal University; therefore, be it

*Resolved*, That this Association appoint a committee of fifteen, whose duty it shall be to memorialize the legislature at its next session, and do all other things which may be necessary to secure the early establishment of a Normal University in Southern Illinois.

*Resolved*, That the County Superintendents and all school-officers and friends of education in Southern Illinois be requested to coöperate with this committee.

*Resolved*, That this Association recommend to all County Superintendents to hold at least one educational meeting during the year in each school-district in their respective counties in which a public school is not now kept open more than six months in each year, to which meeting all the parents and taxpayers of the district shall be specially invited; at which times and places the necessity for and advantages of keeping the school open for a longer time shall be presented to them.

*Resolved*, That we look with marked displeasure upon the easy terms upon which County Superintendents have in many cases heretofore issued certificates to persons who, from want of proper qualifications, were unfit for the duties of the school-room.

*Resolved*, That we reaffirm all resolutions of previous Teachers' Associations in earnestly urging the legislature to establish a Reform School for juvenile offenders.

*Resolved*, That the school-laws should be so amended that teachers shall be paid monthly for their labor.

*Resolved*, That we look with pride and pleasure upon the spirit of progress and improvement every where manifested in this part of the state in the cause of popular education, and that we greet with words of welcome and encouragement every true teacher who is striving after higher attainments in the noble profession.

*Resolved*, That the thanks of this Association are hereby tendered to Prof. O. Blackman for his services in conducting the musical exercises of this meeting, and that the Treasurer be instructed to pay his expenses of fifteen dollars.

*Resolved*, That the thanks of this Convention are due to the City Council and citizens of the City of Centralia for the reception, welcome and hospitality which have been so cordially extended to us, and that our visit to this place will ever be held in pleasing remembrance; to the Illinois Central Railroad for their generosity in giving to our members free return tickets over their road; and to the Trustees of the Methodist Episcopal Church of Centralia for the use of their house for the meetings of this Association.

*Resolved*, That the able management of the Illinois Teacher during the last two years, especially in its educational news department, recommends that journal to the confidence of teachers and friends of education as a valuable element in the educational work being done in our state.

On motion, the President appointed a committee of three to make nominations for the permanent Committee of Fifteen named in the first resolution.

This committee, consisting of Messrs. Johnson, of Massac, B. G. Roots, of Perry, and W. I. N. Fisher, of Effingham, nominated the following persons, who were, by a vote of the Association, constituted such committee:

Capt. Daniel Hurd, of Alexander Co.; Theodore Steyer, of Pope; W. McKee Peeples, of Gallatin; J. W. Blair, of Perry; Col. Dan. H. Brush, of Jackson; O. B. Nichols, of Clinton; Gen. E. Kitchell, of Richland; Dr. R. Allyn, of St. Clair; W. I. N. Fisher, of Effingham; James Dawson, of Clark; Thos. W. Hynes, of Bond; B. W. Henry, of Fayette; Col. P. Pease, of Marion; J. C. Tully, of Montgomery; Col. Jasper Partridge, of White.

On motion, the Association voted to hold its next session the last Tuesday in August, A.D. 1869, at Mattoon, providing the Railroads centring there will grant free return tickets.

Report of Auditing Committee, showing receipts to the amount of \$182, and expenditures to the amount of \$212.90, was accepted.

The amount necessary to cancel the remaining indebtedness of the Association was raised by voluntary contributions.

Adjourned.

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## EVENING SESSION.

*Social Réunion.* By invitation, Prof. Fethers, of St. Louis, recited selections from Longfellow, Dickens, Poe, and Holland.

Recess.

Music: Song by Mrs. Dewey.

Recitations resumed: Miscellaneous selections.

On motion of B. G. Roots, the Secretary was instructed to furnish the papers of Southern Illinois with copies of the proceedings of this Convention for publication.

At the suggestion of Mr. Yost, of Alexander Co., the Convention was closed with prayer.

Adjourned.

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A M E M O R I A L .

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THE following memorial was largely signed by members of the Institute at Normal, and receives new force from the fact that a large proportion of the state let the election go by default:

HON. N. BATEMAN, *Sup't Pub. Inst., Springfield, Ill.:*

SIR: In consulting upon matters of common interest in the work of education, it has become evident that there is a general accord respecting that portion of the school-law which refers the question of the continuance of school-terms to a general vote of the people each year; and the undersigned unite in presenting to you, and through you to the proper committees or authorities, the following memorial:

We deem the present mode of decision a serious hindrance to the permanence and efficiency of schools. Teachers in the large schools close their annual work chiefly in late June or early July. The people may desire to continue the arrangement of the current year, the board of directors may be anxious to meet the wishes of the community, and the teacher may be one aiming for permanency in faithful usefulness; but neither community, board, nor teacher, can plan for the coming year till after the first week of August. Moreover, many districts do not reach a decision even in August, but the authorities go on groping their way through the year, uncertain how many months or how many terms of school they shall have during the year. The transient teachers, merely dropping into the work to go off irresponsibly when the immediate engagement is concluded, become of necessity the material from which many schools must be supplied, as men and women who would make their work with youth permanent and thorough, and who would identify their interest with

that of the community in which they labor, must either labor with a continual uncertainty as to the means and opportunities for their work, or be driven entirely from the work to some employment of sure and steady earnings, that they may support their families or themselves.

The influence upon teachers does not deserve consideration except as it reacts upon the communities where they labor. The uncertainties of gradation, of proper succession of study, of appropriate division of work, become very damaging elements in the work, a great discouragement to teachers and to pupils, diverting the interest and good feeling of the community, so needful to vigor and usefulness in school-labor. No man expects to manufacture machinery to any extent who does not buy equipments, build shops, and mark out a course embracing months of time. If one may not successfully carry on the manufacture of plows and reapers and threshing-machines without a well-defined idea of the arrangement of material, labor, and market, of times and seasons, much less shall that farmer succeed who plows without plan for planting, or who plants with half-formed purpose to remove before harvest, or with no plan whether he will sell his grain or use it himself. Much more, then, shall the cultivation of intellectual power prove wasteful and ineffective, if the schools open with no certainty whether the Arithmetic or the Geography or the Grammar or the general culture shall receive attention for three months or for six months at a time.

Not only is there a want of well-formed effectiveness in the present uncertainty, but positive injury is done by a frequent reference to popular vote of a question upon which the board of directors will understand the wish of their constituents, and upon which they would act according to the well-known views of their district if they were not compelled to wait and test the matter at a formal election. This election rarely changes the action of boards in districts small or feeble, where most wish but brief terms of school; but very many of our able, strong and prosperous districts, in which the people are well united in sustaining the policy of the directors, find their very satisfaction with their schools a source of danger. Districts that have hearty local quarrels bring out their full strength at election, while in those districts where the management of the directors is trusted there will often be scarce enough participating in the annual vote to satisfy the forms of law, and the community finds, on the morning after election, that some party, who has, perhaps, never expressed any dissatisfaction, has quietly gathered a few votes and changed the whole order of things. True, additional meetings may be called; but new issues now arise, plans are broken up or prevented, teachers are changed, personal feeling and party strife are encouraged and developed, where quiet and neighborly good fellowship would otherwise prevail.

Your memorialists deem it important to the good of the state at large, as well as for the welfare of local districts, to make such modification of the school-law as shall encourage permanence, good order, and peaceful management, rather than encourage discord, neighborhood bickerings, and perpetual uncertainty. The directors may safely, we think, be intrusted with the decision of this point, as well as of other essentials of the conduct of schools. Their interest is identical with that of the communities which they represent, and they change sufficiently often for the disapproval of the people to check them, should they be disposed to abuse their powers.

Such provision in the general law would greatly diminish the demand for special legislation for schools.

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## EDITORIAL DEPARTMENT.

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### *EDITOR'S CHAIR.*

THE SOUTHERN ILLINOIS EDUCATIONAL CONVENTION.—The meeting at Centralia, of which a report will be found in the present number, was a success, both in numbers present and in the earnestness and spirit manifested. We did not hear any report of the number present from abroad, but should judge that fully 200 teachers were in attendance. All appeared earnest in their work, and the Egyptian teachers will compare very favorably with those from other parts of the state.

There is a great movement, in educational matters, going on in the southern portion of the state, and many able men are laboring perseveringly to bring the schools of that region up to a much higher position. In no section of our state has so much progress been made within the past year, and no where will the ensuing year bring forth greater results.

The meeting was presided over very ably by Joel G. Morgan, Esq., County Superintendent of Alexander Co. Mr. Morgan is a ready speaker and a good presiding officer, and seems thoroughly awake in the cause of education. J. P. Slade, Esq., County Superintendent of St. Clair, to whose courtesy our readers are indebted for the report of the meeting, was elected Secretary.

The lectures were valuable, and the discussions showed careful preparation on the part of those assigned to conduct them. In some of the addresses, as in some of the discussions, there were doctrines advanced that do not command our assent. We should judge of one person, of some note, who took part, that he had very recently been reading Herbert Spencer's works on education, and had not time to digest them thoroughly, and so was mastered by them.

The citizens of Centralia manifested much interest in the meeting, and very courteously opened their houses for the reception of teachers. The vivifying effects of the convention will undoubtedly be felt all over the southern section of the state.

The Committee on Programme had done their part excellently, but there was



some difficulty about lecturers' being present in time, and some were unable to attend, so that it could not be closely adhered to. We must say this, that where a person has suffered his name to be announced for a certain part at such a meeting, courtesy—not alone to the committee but to all—demands that, if unable to meet his engagement, he at least express his regrets for this and his reasons for the failure.

We repeat that, for a first meeting, it was a decided success, and any criticisms that might suggest themselves are answered by the fact of its being but a beginning.

**HABIT STRONGER THAN PRINCIPLE.**—We have some where read the paradox "Good principles are a good thing, but good, strong, well-grounded habits are a better"; and, as we have thought upon it, it has appeared to us more and more as involving a valuable truth, and one especially worthy the attention of teachers. In one point of view good principles are of the highest importance: looking God-ward, or even to the highest earthly development of character, they are the essential foundation and groundwork; but looking rather to the average man and woman of society, it may well be questioned whether such are not governed more by habit than by firm, fixed principle.

Habit's iron bonds hold us all firmer than we are aware, and they are not easily broken. All men know better than they do, and often, when wishing and earnestly desiring to do otherwise, they are led captive by habits that they can not break away from. No drunkard ever justifies the use of the intoxicating cup; no user of tobacco desires his child to use it also; and yet, in both cases, the habit formed is the master of the weak will.

To the great law of habit, undoubtedly, Solomon refers when he says "Train up a child in the way he should go," etc. Theoretically, as teachers, we know all this: practically, we apply it very little.

How many teachers even—we blush to say it—can we find, who can talk eloquently to their boys against the use of tobacco, and yet do not refrain from it themselves! How many can 'analyze and parse' the most uncouth and intricate sentences, who yet, from the force of life-long habit, violate all the rules of grammar in their ordinary daily conversation! How many can descant long and learnedly upon the laws of health, physiology and hygiene, ventilation, and the influence of bad postures upon the young and growing body, who still transgress all hygienic laws, neglect all ventilation, and take no note of the postures of the children before them! Intellectual training is all they propose to themselves, forgetting that this is, after all, but a part, and it may be a very small part, of their duty as teachers,—their highest duty being to make the best and noblest and most perfect men and women possible out of the material intrusted to their care.

It is of comparatively small moment whether a man knows that a verb agrees with its nominative case in number and person, but it is of great moment that he does not in his conversation say 'they is' or 'I are'; but little to be able to give the rules for the use of auxiliary verbs and participles, but much whether he say 'I done it' or 'I have n't saw it'.

To name all the bones in the body is well, but it is far better to keep that body upright and all its powers under command. It is very desirable that a child should be a proficient in his arithmetic, but much more that he have health and strength, a sound body and a sound mind, wherewith to fight the battles of life.

The lesson we would derive from all this is that teachers should give much more attention to the habits that the children are forming right before them every day. It is much better to correct a false use of language in a child than to hear his lesson in grammar, and every violation of correct usage should be carefully and patiently corrected: so should all violations of the laws of propriety and of courtesy, and all slouching, careless habits of walking, standing, or of sitting. None of these things are beneath the true teacher; and we should remember that habits formed in all these things are rarely broken in maturer life but with a great struggle.

TEACHERS AS SUCCESSFUL BUSINESS MEN.—The impression is quite prevalent in society that teachers, as a class, are of inferior business capacity—that, in other words, no man is a teacher who can do any thing else. This is gradually wearing away, it is true, but it still has a strong hold upon the public mind, and teachers meet it every day, and every where. Popular authors have caricatured the teacher, and held him up to the world's laughter; and the very outwornness of their delineations has given them a stronger hold upon the mind.

If there was ever any foundation for this, not also pertaining to all other professions and callings,—which we do not believe,—there is none now. It is getting to be understood by business men that the quickness, decision, knowledge of character and accuracy of knowledge requisite for a successful teacher are the very qualifications requisite for a successful business man. Hence able teachers are continually called away to agencies, etc., that require shrewdness, activity, and honesty. And such persons invariably take the lead in their new positions. We have in mind many such in our own and adjoining states, and all can recall such. We are glad to hear of such cases; for, though we miss them from the profession, they help to break down this disabling prejudice. But it is not confined to agencies alone. Almost all of our lawyers, ministers, physicians, and many of our leading business men, have at some time in their lives been teachers. Now it is certain that, in all such cases, the better teacher each person was, the better he succeeded in his after calling; and the poorer teacher he was, the less successful. The fact is, it requires the highest order of talent to make an able and successful teacher; and many of these, who now sneer at the teacher and his calling, would find, if places were changed, that it would tax all their powers of body and mind to maintain a respectable standing in their new position.

PROCEEDINGS OF THE STATE TEACHERS' ASSOCIATION.—Again would we call the attention of the State Association and its officers to the project of publishing a full report of the proceedings of that body, together with the addresses delivered and papers read before it. Many of the most valuable and practical ideas advanced during the sessions are thrown out during the discussions upon the subjects of the programme. An abstract of these discussions, not generally embraced in a mere report of proceedings, would be read with interest and profit by all, and would be worthy of preservation in form for future use. The addresses and other papers are generally the result of much careful thought and close study, by the best minds among the educators of the state or country. They contain the writer's best thoughts upon the subject, and are worthy of a larger circulation than they obtain by the listening to them. Besides the reasons already advanced, such a course would add importance to the occasion in the minds of all, and especially of those who are to appear on the programme,

and, as a result, the papers presented would some times be of a higher order, and additional interest would attach to the whole occasion.

We suggest that the surplus funds left in the treasury each session might well be expended in this direction, especially in view of the experience of the Association on one or two previous occasions. By embracing these proceedings in an enlarged number of the Teacher, the cost would not be very great.

RENEW YOUR SUBSCRIPTIONS.—Now that the long vacation is passed, our fellow teachers have already entered or are preparing to commence another year's labor. For those who have read the Teacher during the past year, no words are necessary to induce them to renew their subscriptions: only a reminder that their subscriptions have expired is needed. May we not also ask of them that they will use their influence in increasing the circulation of this journal? Very many, we may say the large majority, of the teachers of the state have no reading of the kind whatever. With many of these it is only necessary that their attention be called to the aid such a journal will afford them in their daily labors, as well as to its influence in promoting the cause of education and the interests of the profession generally.

Our watch-word is Improvement. An earnest effort will be made by all connected with the Teacher to make its future numbers more serviceable to the teachers of the state than previous ones have been. For this purpose increased labor and expense are necessary, and a larger circulation is needed to meet them. Will you interest yourselves in the matter by calling your fellow teachers' attention to the subject?

In the Maine Normal for August, the editor closes his notice of the—then—approaching conventions of teachers at Nashville with the words "Let Maine be represented at Nashville." We are happy to inform him that she was represented there, and well too. One lady, Miss (the name has escaped us), of Gardiner, went all the way there for the sole purpose of attending the associations, and was the only immediate representative of the state. Did she not show her zeal in her profession? We will venture much that she is an earnest and progressive teacher—one who is not to be deterred by slight difficulties; and if any persons are in need of a wide-awake teacher, we advise them to correspond with her.

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## *THE NATIONAL CONVENTIONS OF EDUCATORS AT NASHVILLE, TENNESSEE.*

### NATIONAL CONVENTION OF SCHOOL SUPERINTENDENTS.

About forty active and visiting members of this Association convened on Monday, August 17th, in the Representatives' Hall of the Tennessee State Capitol. A dozen states were represented. E. E. White, of Ohio, President, in the chair. L. Van Bokkelen, of Maryland, Secretary.

The Rev. Mr. McDowell, of Carroll county, Tenn., opened the exercises with prayer.

President White gave a brief account of the origin and progress of the Association. In 1866 seven or eight Superintendents met in Harrisburg for the purpose of an organization of this kind. They subsequently met at different

times, organized in form, and appointed a meeting in Washington in December, 1866, at which time and place a half-dozen State Superintendents and twenty City Superintendents assembled and engaged themselves principally in urging upon the General Government the necessity of establishing a National Bureau of Education. The second regular meeting of the Association was held in Indianapolis, in the summer of 1867.

The principal work done at this—the third—meeting of the Association is found condensed in the following adopted resolutions:

*Resolved*, That state, county and city superintendents are indispensable to any system of public instruction.

*Resolved*, That the township in civil districts is the true unit of school organization, and should constitute a single district, with a board of school-officers elected by the voters of the entire district, and empowered to levy taxes for school purposes, erect school-houses, employ teachers and otherwise take the entire local control and management of the school.

*Resolved*, That the property of the state should educate the children of the state.

*Resolved*, That, to secure a certain annual income for a sufficient number of months, a tax should be levied upon all the property, equitably distributed so as to give each child equal educational privileges.

*Resolved*, That a local tax should be levied to continue the school in efficient operation for at least eight months each year.

An able address was delivered in the evening by President E. E. White on *Free Education*.

The officers-elect are: *President*—J. W. Bulkley, Brooklyn. *Vice Presidents*—Hon. E. E. White, Ohio; Prof. E. E. Lawrence, Nashville; Hon. T. W. Conway, Louisiana. *Secretaries*—Dr. Van Bokkelen, Maryland, and J. M. Olcott, Indiana.

#### NATIONAL NORMAL-SCHOOL ASSOCIATION.

This Association held its sessions in the same Representative Hall, on Tuesday, August 20th. D. B. Hagar, of Mass., President, in the chair. W. E. Crosby, of Ohio, Secretary.

The forenoon passed in discussions which resulted finally in the passage of the following resolutions:

*Resolved*, That state normal schools, for the education of teachers, are essential for the efficient operation of public instruction.

*Resolved*, That the model school, including a school of observation and a school of practice, is an important, if not an essential, element of a normal school.

In the afternoon the subject of normal instruction in Geography was taken up. One would begin his teaching of geography with a globe; another would first give the children an idea of the surface of the earth; another would give his pupils, in the first place, an idea of locality, and then have them locate all the objects with which they are acquainted, with special reference to a meridian line; another thought the best plan would be to start out with the geographical unit, which is the earth itself; another, that the child could not possibly comprehend the whole before he had been taught to know anything of a part thereof; and so on, until, on motion, any further discussion on the subject was ruled out.

In the evening Prof. Newall, Principal of the State Normal School at Baltimore, read a paper on *Text-Books*. After enumerating the many evils of our text-books, Prof. Newall suggested the following remedies for the said evils:

- 1st. We can withhold our official approval from books which are not up to the mark.
- 2d. We can devote a larger share of our time to the teaching of our students.
- 3d. We might devote our energies to the preparation of suitable text books in the various branches of study.

Officers-elect: *President*—M. A. Newall, of Maryland. *Vice Presidents*—John Ogden, of Tennessee; J. M. Olcott, of Indiana; J. W. Bulkley, of New

York; W. M. Colby, of Arkansas. *Secretary*—A. S. Barber, District of Columbia. *Treasurer*—E. C. Hewett, of Illinois.

#### NATIONAL TEACHERS' ASSOCIATION.

This Educational Convention met in the same hall as the other Associations. The session continued two days, August 19th and 20th. Dr. Gregory of Illinois, President, Dr. Van Bokkelen, of Maryland, Secretary.

After prayer by Rev. Dr. Skinner, of Nashville, and singing by the young women (colored) of Fisk Seminary, Nashville,

General John Eaton, Jr., State Superintendent of Public Instruction of Tennessee, in behalf of the Educators of Tennessee, bid welcome the Teachers of the Nation then and there assembled. At the close of his welcome words, he introduced Dr. Lindsley, of Nashville, to the Association, who proffered, in the kindest manner, the hospitalities of the City of Nashville. Then came Ex-Gov. Neil Brown, and, in behalf of the General Assembly of the State of Tennessee, tendered the free use of the Hall and Senate Chamber of this grand Capitol the members of this Association for this annual meeting.

President Gregory replied to those addresses in an eloquent and happy manner.

Ex-Senator Foote, of Mississippi, was introduced to the Association, and made an able speech of an hour in favor of the greatest education for the masses of the people—colored as well as whites. Ex-Gov. Brown took the same position. And in this—in my opinion—is the work done by the Nashville Educational meetings.

To have this paper brief,—comments can not be made upon the able papers and addresses of such men as President Chadbourne, of Wisconsin; President Andrews, of Ohio; Dr. McGuffey, of Virginia; Prof. North, of New York; Hon. E. E. White, of Ohio; Judge Patterson, of Tennessee; Prof. Richards, of Washington; Dr. Lindsley, of Tennessee; and others, upon such topics as *Normal Instruction in our colleges*; *The Higher Education of Woman contrasted with that of Man*; etc.

Especial mention should be made of the powerful and encouraging address of General Howard, respecting the education of the freedmen.

President Gregory's evening address was the address of the session. It was—in part—like a bomb-shell thrown among so many college men. A committee on President's address was appointed, but the majority of the members of the committee did not like to handle it and reported "that, inasmuch as time will not allow your committee to take into consideration the President's address, and in justice to the President and this Association to make a report at this session, the committee recommends that this subject be postponed and taken up at the next session of the Association."

The following are some of the adopted resolutions following discussions:

*Resolved*, That, as means for providing our schools with competent teachers, six class of agencies are required. 9. Normal schools of a high grade. 2. Normal departments, normal classes, or normal instruction in our colleges and other institutions of learning. 3. Normal institutes continuing from four to six weeks, and doing the work of brief normal schools. 4. Teachers' institutes. 5. Teachers' associations and meetings. 6. Educational periodicals and works.

*Resolved*, 1. That our schemes of education in all institutions, excepting those that are directly professional, should be such as to secure for the student both knowledge and mental discipline.

2. That moral training and mental culture are essential endowments in the preparation for an employment in life, and that all attempts of special study of sciences without these must fail to secure the best result, even in the sciences selected.



3. That the public schools should embrace such a range of studies as to fit students for the college, so that no other preparatory school should be needed.

4. That the simple college, according to our American usage of that term, is the highest institution for general culture in distinction from professional schools.

5. That the university, in the American meaning of the word, is a combination of colleges, including the simple college and such others scientific and professional schools as the state is bound to provide for the citizens.

*Resolved*, That we, as members of this Association, hereby renew our confidence in the sentiments of the preamble of our constitution, which are in these words: "To elevate the character and advance the interests of the profession of teaching, and to promote the cause of popular education in the United States; and therefore, that we consider it our special duty to sympathize with the teachers of our elementary schools, and to encourage them to so devote themselves to their calling as to secure the confidence and support of the friends of education; and that we also hold ourselves ready to advocate and defend the universal free education of all the youths of our country."

The usual resolutions of compliment and thanks were passed.

Persons desiring a book containing full proceedings and the valuable papers read before the association can correspond with the Secretary, Dr. Van Bokkelen, Baltimore.

Officers-Elect: *President*—Dr. Van Bokkelen, of Maryland. *Vice-Presidents*—J. W. Bulkley, New York; D. C. Hagar, Massachusetts; J. W. Andrews, Ohio; J. M. Gregory, Illinois; John Eaton, Tennessee; B. Mallon, Georgia; W. M. Colby, Arkansas; J. M. Olcott, Indiana; D. F. Wells, Iowa; J. W. Dodd, Kentucky; C. W. Clarke, Mississippi. *Secretary*—W. F. Crosby, Ohio; *Treasurer*—J. L. Barber, Washington, D. C. *Councillors*—E. L. Wells, Illinois; John Ogden, Tennessee; W. H. McGuffey, Virginia; Thomas Smith, Arkansas; H. H. Tucker, Georgia; Edward North, New York; W. A. Bell, Indiana; Z. Richards, District of Columbia; E. E. White, Ohio; H. R. Pease, Mississippi; S. Prettyman, Kentucky; W. R. Creary, Maryland; J. D. Philbrick, Massachusetts; J. B. Wickersham, Pennsylvania; B. G. Northrup, Connecticut; C. H. Allen, Wisconsin; A. P. Stone, Maine.

New Orleans, Columbus and Albany were spoken of as places for next meeting of the Association. Choice of place is left to the officers.

**INCIDENTS.**—The one hundred educators of the Association visited Mrs. President Polk at her residence in Nashville. Each one of the visitors was presented to Mrs. Polk by Ex-Gov. Foote, of Mississippi. The hour was too short to enjoy all the beauty and attractiveness of the parlors and Mrs. Polk and her daughters. The visitors marched in procession by and around the grave of the President, which is in front of the mansion.

A few of the members visited the Hermitage, which is about twelve miles from Nashville. The Hermitage and surroundings are in poor repair—unworthy the fame of Jackson.

Others visited Murfreesboro, and came back fully satisfied with the time thus spent.

Many visited the fortifications in and around Nashville, the Soldiers' Cemetery, etc.

Several hundred colored persons attended the meetings of the Association, principally at evening sessions.

The music was given by colored girls from the Fisk Seminary, and was often cheered.

Our President told a family with whom he was dining that, if they and their sympathizers would allow their prejudices to keep them from partaking of the benefits of free schools the time must come in a few years when the colored population of the state would stand highest in education.

One of the sights of Nashville was a black of 18 or 20 years of age seated on

a stone-wall and reading aloud from a newspaper to the edification of a score of his brethern, wide-eyed and open-mouthed, around and below him.

In the responses from the states, it seemed to be in order to brag up one's state, tell its sobriquet, etc. As this was the precedent, the delegate from Illinois did his best to place his state in the front, saying, among other things, that when the nation wished a man to liberate four millions of slaves from bondage, it came to Illinois and took Abraham Lincoln; that when it wished a man to lead the Union armies to victory, it came to Illinois and took tanner Grant; that we are called suckers, perhaps, because we suck up such men as Dr. Gregory from Michigan, President Edwards from Missouri, Sup't Pickard from Wisconsin, etc.; that we had of late furnished a number of presidential candidates, and we could continue to do thus for all time to come. The names of Lincoln and Grant were loudly applauded.

An incident worthy of notice is that we found all our hotel-bills had been settled by the city authorities.

At four o'clock Friday morning about fifty of the members of the Association started by railroad for Mammoth Cave. About fifteen States were represented. At eight o'clock left the railroad at Cave City for the cave, nine miles distant. Stage fare \$2.50. Visited a Kentucky school *en route*. Took dinner at Cave Hotel. Slim and slender women, in Bloomer costume, paired off with men in uniform roundabouts and caps,—women with canes and men with lamps. Took a walk of six miles under ground. Beautiful sights, deep solemnities, and nobler aspirations. Starry Chamber the grand enchantment of the afternoon. Good appetites for supper, and afterward, upon looking around, wondered if 'any old fellow had got mixed with the boys.' At eight next morning started for an eighteen mile walk. Women fifty years of age came out in good spirits and strength. The grand and sublime of this day are Echo River and Mary's Bower. Instrumental Music, Songs, Speeches and Lunch sandwich the journeys. Exit at 7 o'clock P.M. Supper. Bills \$8.80 each. Stage to Cave City and homeward bound. E. L. WELLS.

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### PERSONAL ITEMS.

WE take the following from the proceedings of the Chicago Board of Education, Sept. 1, 1868:

*Resigned.*—A communication, tendering his resignation as Principal of the Brown School, was received from S. H. White. The communication was accepted.

Mr. Guilford presented the following:

*Resolved*, That the resignation of S. H. White, Principal of the Brown School, be accepted, and at the same time we express to him our entire satisfaction with the measure of success which has attended his efforts during the past nine years, and cheerfully recommend him to the friends of education wherever his future may be cast, as a faithful and successful instructor whom this board would be happy to retain.

The resolution was unanimously adopted.

This well-merited compliment to our valued coëditor echoes but the universal sentiment of those competent to judge. We doubt not but, in the new field of labor to which he is called, he will win for himself a place among the very foremost. Already the Peoria normal school is an assured success. The seats are all full; and both people and pupils will find a thoroughness of drill, and an elevation of scholarship and culture, ennobled by high aims, that will render the school an honor to all.

GEORGE M. GAGE, late Principal of the State Normal School in Farmington, Maine, and Editor of the Maine Normal, has been elected Principal of the

second State Normal School of Minnesota, at Mankato, and has entered upon the duties of his position. We congratulate the teachers of Minnesota upon such an accession to their number.

MISSSES SOPHIA and JANE E. CHAPIN, for some years well known as very successful teachers in the High School of Springfield, but lately of Chicago, leave soon for California for a year's absence.

THE Kansas State Teachers' Association recommend the party conventions to nominate Prof. H. B. NORTON, of the Normal School, for State Superintendent of Public Instruction.

THE salary of Miss JOHNSON, Principal of the Massachusetts Normal School at Farmington, has been raised to \$2,000. Miss Johnson is doing an excellent work.

MR. JEPHTHAH HOBES ('Pupillus' of the Teacher) returns to this State from Indiana, and takes the place of Mr. Hurty as Superintendent of the schools of Paris.

MR. J. HURTY takes the Superintendency of the schools at Charleston, in place of Mr. S. M. DICKEY. We have not learned what becomes of Mr. D.

DIED, in Danville, Sept. 12th, after a short illness, Prof. JAMES F. SPILMAN, for four years Principal and Superintendent of the city schools. Mr. Spilman was a fine teacher, much beloved by his pupils, and greatly respected in the community; and in his death Danville has experienced a great loss.

J. A. CLARK, of Delaware, Ohio, has been elected Superintendent of Schools of Danville, in place of Mr. Spilman, recently deceased.

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### COUNTY INSTITUTES.

CLARK COUNTY Teachers' Institute held a five-days' session in Marshall, commencing Aug. 24th. The institute was well patronized by both teachers and citizens. One hundred and two teachers were in attendance,—an increase of 33 per cent. over our last session. Instructions were given in *Grammar*, *Arithmetic*, and *Object Teaching*, by Prof. Hurty, of Paris; in *Primary Reading*, by Miss E. J. Crane; in *Reading* and *Phonic Analysis*, by Mr. James Graham; in *U. S. History*, by Mr. Samuel Kimlin; and in *Spelling*, *Geography*, and *Theory and Art of Teaching*, by Mr. W. C. Griffith. The above exercises were rendered very interesting and instructive, and it is hoped that teachers will return to their labors invigorated and encouraged. At no former time have the teachers and friends of education in this section of the country, had so good reason for being encouraged to persevere. Our whole country seems interested in the cause of education. The people are turning their attention from political issues to public improvement, and are imposing heavy taxes upon themselves in order to support good schools and build good school-houses. Why this portion of Illinois is called 'Egypt'—a name that savors of reproach—we know not. If moral and intellectual darkness have existed heretofore, they by no means cover the face of Southern Illinois to-day. The Nile of educational interest and intellectual improvement has overflowed our modern Egypt, irrigating the soil of our mind, and the harvest promises to be plentiful. Lectures were delivered by Prof. Hurty, Jas. Dawson (Co. Sup't.), Messrs. Ryan, Kimlin, and Griffith. The following resolutions, among others, were adopted:

*Resolved*, That we appreciate the great work performed by the able faculty of our State Normal University, and we recognize the superiority of the attainments of the students who have attended that institution.

*Resolved*, That we would hail with pleasure the establishment of a Normal School in Southern Illinois by state endowment.

*Resolved*, That we have noticed the marked difference between our schools now and our schools a few years since, and we give our worthy County Superintendent, James Dawson, our thanks for the energetic earnestness he has shown in bringing about this great change.

WILLIAM C. GRIFFITH, Secretary.

CLAY COUNTY.—The attendance of the Institute here was not large; still, a good work was done and an encouraging interest manifested. Mr. Thompson gave instruction in *Primary Teaching*; Mr. Russell, in *Arithmetic*; Mr. Drayton, in *Grammar*; Mr. Wischart, in *Spelling*; and Mr. Rusk, in *Geography*. Messrs. Thompson and Rusk gave evening lectures. A resolution was passed that all teachers who, without reasonable excuse, fail to attend the County Institute, are guilty of a neglect of duty, and that the fact should be noted on their certificates.

OGLE COUNTY.—This Institute was held at Forreston, from Oct. 6th to 9th inclusive. The lecturers were Pres. Edwards and Prof. E. C. Hewett, of Normal, and Geo. W. Perkins, Esq., of Chicago. Prof. Edwards had entire charge, and Prof. Hewett gave instruction in *Geography* and *History*. Lively discussions were had upon some of the vital educational questions of the day. The teachers of Ogle county evidently appreciate the benefits of an institute and have right ideas on the question of its efficiency.

HANCOCK COUNTY.—From the printed proceedings of the Institute in Hancock, held Sept. 1st, we judge that the exercises were of more than ordinary interest. Exercises were conducted by Messrs. E. S. Bertram, L. D. Chambers, F. C. Crane, A. R. Jordon, G. W. Batchelder, J. C. Paxton, and Misses Calkins, Campbell, Mann, and others. An evening lecture, on *Educational Failure* was delivered by G. W. Batchelder, Esq. F. C. Crane, Esq., was chosen President for the next year.

MARION COUNTY.—The Institute met at Salem, September 8th, and continued in session four days. Notwithstanding the unfavorable weather, the attendance was fair, there was much interest manifested, and teachers returned to their schools encouraged and strengthened. Drills in the various branches taught in the common schools were conducted by Messrs. Thompson, Crowell, Geo. P. Slade, and Prof. Loomis. Various resolutions were adopted, one of which shows a spirit worthy of all commendation, viz:

*Resolved*, That the teacher who can attend the meetings of the Institute, and will not, is an unworthy member of his profession.

The County Superintendent, Hugh Moore, Esq., was chosen President for another year.

LIVINGSTON COUNTY.—The regular session of the Institute in this county was held at Chatsworth, commencing September 9th, and continuing three days. The attendance was good, and the exercises were profitable. One of the best features of the occasion was the unanimity with which the members took part in the programme. The time was spent entirely in earnest work, considering questions which arise daily in the experience of every teacher. Prof. Stetson, of Normal, by his presence and counsel, added much to the efficiency of the institute. Among the resolutions adopted was one strongly indorsing the course of the County Superintendent, H. H. Hill, Esq., in giving his time and

energy to the promotion of the interests of the schools of the county. It was decided to meet again next spring, at Pontiac, for a session of two weeks.

**IROQUOIS COUNTY.**—At its annual meeting, September 1st, the Iroquois County Institute reorganized for the next year by the election of N. M. Bancroft President. Besides having the usual amount of assistance from its own members, the institute was favored with the presence of Professors Knapp, Wilson, Smith, Wheeler, and Snow, who, by their able remarks, added much to the profit of the occasion. The cause of the common schools is receiving an attention in this county never before shown.

**DUPAGE COUNTY** Institute met at Wheaton, in the Court House, Sept. 1st, 1868, and continued until Friday noon, Sept. 4th. There were about eighty teachers present, besides quite a number of spectators. All seemed interested in the proceedings. New and abridged methods of teaching the various branches of study were discussed. The advantages of teaching by topic, and directing the attention of pupils to natural objects, as a happy means of illustrating the various branches, were highly recommended to the teachers. The weather was pleasant most of the time, and we think all were both pleased and profited by the exercises. Our Superintendent, Mr. Richmond, seemed as zealous as ever in the cause of education. And we feel that our thanks are particularly due to the members of Wheaton College for their kind interest in our proceedings; also to Miss S. L. Stocking and Miss N. Cunningham, who contributed much for the benefit of the institute. Our next meeting will be held at Downer's Grove, some time during the spring months.

MINNIE S. STEARNS, Sec'y.

**MERCER COUNTY.**—A Normal Class was lately held in this place by Mrs. S. M. Dickey, Mrs. E. M. Walker, and Mr. S. B. Atwater, County Superintendent. The high character of the two former, as public instructors, all through the northern part of the state—the principal field of their educational labors—secured a good attendance of the teachers of Mercer county. About forty attended the class during its session of six weeks. That, for a beginning, is certainly a success, far exceeding the anticipations of its projectors, and, we are credibly informed, outnumbering the average daily attendance at the first State Normal Class. The course of instruction embraced reading, grammar, arithmetic, and the theory and practice of teaching. The latter was illustrated, during the last four weeks of the term, by a juvenile class. As far as we are able to learn, those who embraced this opportunity to perfect themselves in the art of teaching are entirely satisfied, and we anticipate a radical improvement in our system—or, perhaps, we should say want of system—of instruction as the result of this effort. In no other branch of our civilization is reformation so imperatively demanded as in the school-room. The errors there taught often accompany us to the grave, and are never uprooted without herculean effort. To render our public schools what they are designed to be—the People's Colleges—it is essentially necessary to raise the standard of teachers. That was the main idea in getting up the Normal Class. In that it was a success. In this connection, we avail ourselves of the opportunity to correct an erroneous impression. Mr. Atwater is charged with mercenary motives in getting up Normal Classes, Institutes, etc. We have reason to believe that such is not the case, that in stead of gaining, he pays out more than he receives. His object in getting up such associations is to bring teachers together, that they may compare their modes of teaching, discard the erroneous, disseminate the good, and thus raise the standard. In the present instance he paid \$100 out of his own pocket to defray expenses. *Aledo Record.*

**RANDOLPH COUNTY.**—The Institute commenced its session Aug. 24th, and continued five days. The exercises, though of a somewhat miscellaneous character, were practical, and developed an enthusiasm on the part of the teachers which will favorably affect the instruction in many of the schools during the coming winter. The educators of the county are waking to a realization of the fact that there is special preparation for those who would succeed in school



work, and are taking hold of the matter in earnest. Drill exercises were conducted by Prof. Hewett, of Normal, in *Geography, History and Arithmetic*. The Professor also gave a lecture on the *Theory and Art of Teaching*. J. S. Stevenson drilled the class in *Reading*. Not a little of the interest of the occasion was owing to the presence of O. Blackman, Esq., of Chicago, who presented his subject, *Music*, in a manner so simple as to be within the comprehension of any child and the ability of every teacher. Evening lectures were delivered by Mr. C. M. Dinsmore, Superintendent of Schools, Carondelet; and by W. H. V. Raymond, of Alton, and excellent essays were read by Rev. J. F. Stewart and T. M. Nichol, Esq.

INSTITUTES have been appointed to be held as follows:

Henry County, at Cambridge, October 26th to 30th.

Lee County, at Malugin's Grove, October 27th to 29th.

In both cases the Boards of Supervisors have made appropriations to defray expenses, and good work is expected.

Macon County Institute will be held at Decatur, October 21st, 22d and 23d.

## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

CHICAGO.—Notwithstanding the large amount of educational school accommodation furnished by the city during the past year, the demand for more room seems not one iota less. The Board of Education and the Common Council are moving with greater energy than ever before to build new school-houses. We notice, in this connection, a disposition to supply the present want by the erection of buildings for Primary Schools,—a movement obviously for the increased efficiency of the schools. The *Hayes School* building, calculated to accommodate 1000 pupils, and one of the most substantial and convenient edifices of the kind in the city, was formally dedicated on the 25th ult. Speeches were made by Hon. S. S. Hayes, in whose honor the school was named, Rev. Robert Collyer, D. D., Alderman Woodard, and others.....During the month of September, the average number belonging was 21,270; average attendance 20,685; per cent. of attendance 9.72.....The *High School* opened with 507 pupils, 79 of whom are in the Normal Department. S. F. Miller, Teacher of Mathematics, resigned his position at the close of the summer term, to accept a place in the Massachusetts Agricultural College. Vacancies have been filled, and new positions occupied, by the following gentlemen: Albion Cate, Esq., of Lockport, Ill.; Prof. J. C. Pickard, of Beloit, Wis.; and C. G. G. Paine, Esq. Mrs. G. V. Lord has been transferred to a position in the Normal Department.....The vacant principalship of the Brown School has been filled by the appointment of Mr. Merrill, of Fall River, Mass.....The evening schools have opened with an average attendance of 743 pupils during the first week. An evening High School has also been opened, with an enrollment of 52 pupils at the commencement.

SPRINGFIELD.—The Teachers' Institute met in the High-School building on the 12th inst., at 9 A.M. After roll-call and devotional exercises, the Superintendent made some suggestions to the teachers, calling for a better attendance on their part. The question of school records was brought up, and the slovenly manner in which some teachers keep their roll- and class-books was criticised. The careless manner in which many pupils are allowed to deface and some times destroy their books was mentioned. The use of blackboards was urged upon the institute, some of the teachers having hitherto ignored this valuable auxiliary in instruction. More efficient teaching in Reading was mentioned as one of the most pressing necessities in the schools. Preparation for recitation was again pressed urgently upon the teachers, and no compromise with the lazy indifference of many who disgrace our profession need be hoped for by those who merely keep school instead of teaching. Prof. E. C. Hewett, of the Normal University, then presented the subject of Geography. He would have short lessons and perfect work, and reviews so frequent that

what was once learned should never be forgotten. The work must be selected from the text-book and, after being presented in a definite manner by the teacher, must be thoroughly mastered. For instance, he would have the states bounded accurately. Such prominent facts as the two water-sheds of the Rocky Mountains, where several of the great rivers of the continent rise very near each other, should be noted, and the latitude and longitude of the points learned, so that  $44^{\circ}$  N.L. and  $110^{\circ}$  W.L. and  $38^{\circ}$ — $41^{\circ}$  N.L. and  $107^{\circ}$  W.L. may stand as land-marks in the mind from which to take our reckoning. The connection of Geography with History, especially military history, was pointed out, and the events of the old French War, the War of the Revolution, and the campaigns of the Great Rebellion, shown to depend on the Geography of the country, and that the teacher of history must use a map to succeed properly. The productions of a state should be limited to a few articles, and not a stereotype list given for several states. He would take some standard in areas, if possible, thus impressing on the pupil's mind the relative size of the different states: Illinois, for example, being  $7\frac{1}{2}$  times such a state as Massachusetts, and Wisconsin, Iowa and Michigan being about equal. He claimed that books are studied too much and maps too little, and in selecting maps he would choose those which are not loaded with details. He then explained how to take up the subject. In giving the lesson he would carefully explain and point out what he wished to hear the next day; and all that he called for he would have the pupils give on the following day with accuracy and according to the order laid down by the teacher. He showed that the primary teacher could present this subject with great profit, beginning with the school-room, play-ground, etc. He advocated map-drawing in every grade, even the lowest, claiming that ideas of distance, form, etc., can not be learned too early; that the eye and hand need long and careful training. The method of teaching the little ones to draw a map of the room was then presented. In map-drawing he made the following valuable suggestions: (1) There should be no books or maps in sight, and no rules used in drawing lines. (2) Just so much should be done at one time, and no more. (3) The map should be as large as the blackboard will allow, so that mistakes may be detected. (4) That the work should be rapid, and finished in a specified time. (5) That the map should be neatly finished. At the conclusion of his remarks, Prof. Hewett received a vote of thanks for his able and very instructive lecture. Mr. Chas. F. Willcutt was chosen Chairman and Miss Mary J. Sell Secretary for the ensuing term. James O. Sampson, Estelia M. Hughes, Chas. F. Willcutt, Francis Wiley, and Benj. C. Suesserott were appointed on the Committee on Programme. After a very profitable session, the Institute adjourned to meet on Saturday, the 17th of October.....By the tenth annual Report of the Superintendent, we learn that the whole number of pupils enrolled in this city for the year 1867-8 was 3106; the average number belonging, 2160; the average number attending, 2040; and the per cent. of attendance, 94.4. There were 2941 cases of tardiness. The gain in the above statistics in the past two years has been in number enrolled, 554; in number belonging, 4477; in number attending, 5361; in per cent. of attendance, 1.4; while there were only 36 cases more of tardiness the present year than in 1865-6.

**GALESBURG.**—From the annual report of the Superintendent of Schools, J. B. Roberts, Esq., for 1867-8 we take the following items: Whole number of pupils enrolled, 2145; average number belonging, 1326; average daily attendance, 1176; average per cent. of daily attendance, 89; average cost of tuition per scholar upon whole number enrolled, \$7.55; upon the average number belonging, \$12.32. The increase in the number enrolled over the preceding year is 322, or over 17 per cent. Number of teachers employed, 29; average number of teachers, 22½; average number of pupils to teacher, 59. For the ensuing year Mr. Roberts is relieved from the duty of teaching in the High School, and devotes himself wholly to the duties of the Superintendency. Mr. Edward Hayes has been elected Principal of the High School.

**BUREAU COUNTY.**—The Supervisors of Bureau county, appreciating the necessity of better-trained teachers for their common schools, have organized a Normal and Model School, located at Dover in that county. It is to be in charge of A. Etheridge, Esq., County Superintendent, with the Model Depart-

ment supported by the people of the town. The first term commenced on the 7th instant.

PEORIA.—The Peoria City and County Normal School opened its first term Sept. 9th. At the close of the second week the number of pupils was 43, nearly twice as many as were expected.

COOK COUNTY.—The Cook County Normal School had, during the first week of the present term, a class of 26 new pupils. The whole number present was equal to the number of different pupils belonging during the entire first year.

DANVILLE.—The Directors of the Schools in this city have employed Prof. C. Spedding to devote his entire time to teaching Vocal Music in all the various departments of the public schools.

NORMAL.—The number of students in the Normal Department of the University is 320.

#### FROM ABROAD.

NEW YORK CITY spent \$3,020,832 for school purposes last year.

PENNSYLVANIA.—The State Teachers' Association met at Allentown, August 4th, 5th and 6th. Two hundred and forty teachers were in attendance. The subjects presented—either by essays, addresses or discussions were: "Changes in the School Law relating to Professional and Permanent Certificates;" "Geographical names of the United States;" "Compulsory attendance." Resumed from last year: "Relation of the Normal School to a General System of Education;" "The influence of our Common Schools on correct Speaking and Writing;" "What improvement can be made in the supervision of Schools;" "Boarding Schools, their Spheres and Duties;" "The Greatness of our Work;" "The College Bill," &c. The discussions upon many of these topics were earnest and extended. Among the resolutions adopted was the following:

*Resolved*, That it is recommended that the state appropriation to the districts be hereafter distributed among them only in proportion to the actual attendance in their schools, and not in proportion to taxables or population, whereby a premium could be offered for larger attendance, and not for absence as at present.

It will be noticed that this corresponds nearly with our law, which distributes *one-half* in proportion to attendance and *one-half* in proportion to population.

MINNESOTA.—The eighth annual convention of the Teachers' Association of this State was held at Minneapolis, the 26th and 27th of August. The meeting was the largest ever held in the state, and its sessions were characterized by harmony and good feeling. The subjects presented—either by lectures or discussions were: "The relations of the teacher to his profession;" "Musical notation;" "The use of the Bible as a text-book in our schools;" "School Libraries;" "The efficiency of teachers' training departments in connection with Graded Schools;" "Compulsory attendance;" "The educational agencies of Minnesota;" "Buncombe Teaching;" and "The best method of acquiring the use of the English language." Hon. M. H. Dunnell, State Superintendent of Public Instruction was elected President; Prof. B. F. Wright, Secretary, and Miss E. A. Sturtevant, Treasurer, for the ensuing year; with the usual number of vice presidents, etc.

OHIO.—In the Educational Monthly for September, we find a full report of the proceedings of the Ohio Teachers' Association, at its meeting in Dayton, June 30th, July 1st and 2d. The subjects presented were generally of value, and some elicited spirited discussions. The old question of the adjusting of the high school courses of study to meet the demands of the colleges received its due share of attention. Six hundred dollars was raised by subscription to be devoted to the furtherance of the cause of Teachers' Institutes in the State. This speaks well for the devotion of the Teachers, but it is a shame that such an expense should be put upon them.

## NOTICES OF BOOKS AND PERIODICALS.

(<sup>98</sup>) This is a very clear and compendious manual of this science: perhaps, for the use of the high school and elementary teaching, the best to be had. Some of the positions of the author will not be admitted by those of different schools of thinking from himself, but they will serve to stimulate thought and inquiry. In the 186 pages of the text the author treats of Wealth, the means of creating it, Value, Cost, Price, Capital, Labor, Division of Labor, Aid to Production from Natural Agents, Stimulants to Labor, Burdens on it, Profitable and Unprofitable Labor, Business, Exchange, Money—Metallic and Paper, Banks, Credit, Finance, Interest, Land and Rent, Profit and Wages. This treatise is well worth the examination of all teachers who are called to instruct in this branch, as indeed of those who wish to get clear ideas for themselves.

(<sup>99</sup>) This is an attempt to apply the principles of Phrenology to the Science of Education. The author modifies the system of Gall and Spurzheim, and endeavors to obviate the objection so often raised against Phrenology, that it is essentially materialistic and anti-spiritual. On the contrary, he is a devout believer in the spiritual nature of man, and in the office and needful work of the Holy Spirit, and in the New Birth. He shows in the first place the characteristics of the four principal temperaments, and how the methods and processes of discipline and education should be modified to suit each. This part of the work is of especial value; for, however men may differ respecting the ultimate and particular applications of Phrenology, there is a very general agreement upon the effects of the temperaments. The farther discussions upon the different mental powers and characteristics are also of great interest, even to those who do not accept Phrenology as a science. The book is a valuable contribution toward the science of education, and well worthy the attention of every thoughtful teacher. Yet, if its teachings are accepted, and carried out to their full extent, it will be found necessary to modify, in many respects, our present system of schools—though this may not be considered by some an objection. There are some criticisms suggested by a cursory reading of the book to which we may hereafter allude.

(<sup>100</sup>) COLEMAN & OSBORNE'S Map of Palestine is admitted to be the best map of that region published in this country. It should be upon the walls of every place where Sabbath Schools meet, and the localities of every lesson should be pointed out upon it before the whole school. This little book is an invaluable accompaniment to the map, as it includes all the names upon that, omitting those about which nothing is certainly known. Although so small, it is yet a very complete Biblical Gazetteer, giving the names of all places mentioned in the Bible—with the above exception,—their proper pronunciation and meaning, and a good account and description of each. The small map prefixed adds to its value for Sabbath-School teachers.

(<sup>101</sup>) WE have examined this book with much interest. It seems to us eminently practical, as well as philosophical in its treatment of the science of accounts. We should suppose that the matter is presented here so clearly that a person of ordinary ability could soon master the subject with but little assistance. We advise all teachers of book-keeping to examine this work. Compared with the tenth edition, which is now before us, this—twentieth—is an entirely new book, and double its size.

(<sup>102</sup>) THE publishers, E. H. Butler & Co., have sent us a copy of *Cæsar's Commentaries*, which this enterprising and reputable book establishment has just issued. The editor is William Bingham, Superintendent of the Bingham School, Mebaneville, North Carolina. In appearance this book is attractive, and seems to be well adapted for use in the school-room. It contains an abridged account of the 'great Julius'; the usual text, notes, vocabulary, maps, etc. As far as we have examined the text, we find it correct. The book is certainly one of the best classics that have been issued from the American press.

(<sup>103</sup>) THIS book is rich in illustration, which is one of the best recommendations for a scientific work. It is not filled to overflowing with dry technical

(<sup>98</sup>) LESSONS IN POLITICAL ECONOMY: designed as a basis for instruction in that science. By J. T. Champlin, D.D., President of Colby University. A. S. Barnes & Co., N. Y.

(<sup>99</sup>) SCIENTIFIC BASIS OF EDUCATION. By John Hecker. A. S. Barnes & Co., New York.

(<sup>100</sup>) THE TEACHER'S GUIDE TO PALESTINE. 136 pages. By Henry S. Osborne. J. C. Gar-  
rigues & Co., Philadelphia.

(<sup>101</sup>) DUFF'S BOOK-KEEPING BY DOUBLE AND SINGLE ENTRY. By P. Duff. Harper & Brothers, New York.

(<sup>103</sup>) DANA'S TEXT-BOOK OF GEOLOGY. Theodore Bliss & Co., Philadelphia.



terms, but is written in a pleasing and attractive style. It is sufficient to say of the work that the author is Prof. James D. Dana. s.

(104) This book is designed for colleges and high schools. The illustrations are many and beautiful. The arrangement of subjects is logical, and the treatment of them is exhaustive. There is no better Natural Philosophy extant. s.

(105) The characteristics of this grammar are the simplicity of its arrangement, the conciseness of its definitions, the appropriate uses of its exercises, and the absence of all useless matter. It embodies the latest changes and improvements in the French language adopted by the French Academy, making it the most reliable French grammar in print. The chapter upon the Verb is particularly admirable, presenting first the simple tenses to be learned before the compound tenses are attempted. The compound tenses are placed side by side with the simple tenses, so that the student becomes somewhat familiar with their form before the actual task of committing them is begun, making the whole task of learning the verb much less formidable than when both are undertaken at once. The exercises are uniformly sensible and instructive, being in great part sentences stating some historical fact or quotations from good authors. This grammar is well worth the price to any student of French, either as a text-book or a clear, concise, reliable reference-book.

(106) Among the most encouraging signs of progress, educationally, is the attention the subject is receiving in the states heretofore ruled by the spirit of rebellion. Missouri, among the first to banish secession from her midst, is also one of the first to prepare herself for being really free, to educate her people. There is such an awakening of educational spirit throughout her borders as she has never known before. The press is an agent in this enterprise whose importance can not be overlooked, whose influence reaches where no other power can. We are glad to note that this fact is recognized in the establishment of the paper the first number of which lies before us. It is timely, filled with articles on practical subjects, and will be found of interest to all its readers. This number is largely devoted, as it should be, to questions of local and state interest. It has 16 octavo pages, and is published for \$1.50 per annum. w.

(107) THOMPSON'S Teacher of Penmanship is a monthly devoted to the improvement of the art of writing. Devoted to no particular system, it aims at general improvement in the method of teaching, and the elevation of the whole art. It is edited with care, and is well worthy the attention of all who are called upon to teach penmanship.

(108) THE Educational Bulletin is issued periodically by these enterprising publishers, in order to bring more clearly before the public the merits of the various books issued by them. Twenty cents forwarded to them will secure it, together with four previous issues. Every subscriber will thus become conversant with the valuable series of books issued by these publishers, and with the views of leading educators thereupon, as well as with other items of interest from the educational field.

(109) THE Riverside for September presents a very full and attractive table of contents. The serial 'Two Lives in One', by Vieux Moustache, promises to be of great interest, and the other papers are all very readable. The historical papers are of especial value. There is no trash in this magazine: it is such a one as parents can put into their children's hands without fear of contamination of taste or morals.

(110) OUR BOYS AND GIRLS meets with its usual warm reception from the little folks. Coming weekly, as it does, it pleases young readers, whose patience is tried by awaiting a month for another installment of a fascinating story. Oliver Optic's story 'Down the River' places its hero in the usual variety of exciting situations, and brings him out all right, as ever. There are other interesting stories in each number, while the series of articles on 'Poets' Homes' is valuable to those older than the usual readers of the magazine.

(104) PRINCIPLES OF PHYSICS. By Prof. Benjamin Silliman, Jr. Theodore Bliss & Co., Phila.

(105) NEW GRAMMAR OF FRENCH GRAMMARS. By Dr. V. de Fivas. S. C. Griggs & Co., Chicago.

(106) JOURNAL OF EDUCATION. J. B. Merwin, Editor and Publisher, St. Louis.

(107) TEACHER OF PENMANSHIP. \$1.00 a year. L. S. Thompson, Sandusky, Ohio.

(108) THE EDUCATIONAL BULLETIN. A. S. Barnes & Co., New York.

(109) RIVERSIDE MAGAZINE. \$2.50. Hurd & Houghton, New York.

(110) OLIVER OPTIC'S MAGAZINE. \$2.50 a year. Lee & Shepard, Boston.



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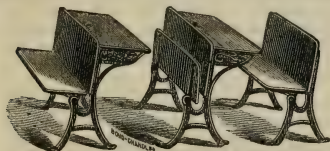
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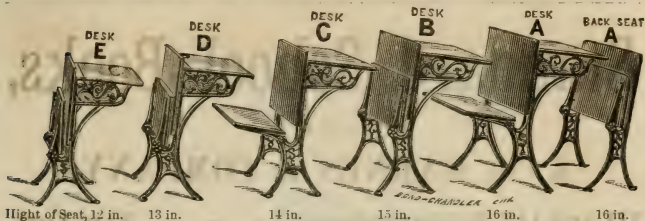
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# ILLINOIS TEACHER.

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## A REFORM SCHOOL NOT A PRISON.

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I NEVER look upon an infant in its mother's arms without saying to myself That child may make the greatest saint, or he may make the greatest criminal, of the age in which he lives. Which shall it be? The answer must depend, partly, upon the child's mental and moral constitution, inherited from his parents and their ancestors; but, after all, it depends principally upon the training which he is likely to receive, and the moral influences to which in childhood he is subject.

If, then, society (or the state) desires to check the rising tide of vice and immorality which is sweeping, like a wave of devastation, across the land, it is both easier and cheaper to prevent the manufacture of criminals than it is to reform or even to restrain them, after they are manufactured. Here, if any where, an ounce of prevention is worth a pound a cure.

Further, if a child, during his minority, transgresses the laws which society has enacted for its own self-preservation, it is evident that society ought to hold the parent accountable, rather than the child. Every parent is bound, first, to teach his children the principles of Christian morality; and second, to exert sufficient control over them to prevent, by the exercise of parental authority, any act detrimental to the general welfare of society. A parent who does not fulfill these obligations is incompetent, and unworthy to be intrusted with the oversight of his own offspring.

These are the fundamental principles of the Reform-School movement. The advocates of Reform Schools assume that during childhood no boy or girl should be liable to imprisonment (in the technical sense of the term). A child properly reared is not likely to make a criminal. Whenever any child is receiving, at home or upon the street, such training as will inevitably make a criminal of him, the state ought, whether he has as yet committed any criminal act or not, to take the charge of him, during his minority. His parents have forfeited their right to him. The state ought to assume toward him all

the responsibilities of a parent, and appoint some competent person to educate and govern him, until he arrives at an age to be personally responsible to society for his own conduct. After that, if he transgresses the law, imprison him; but never before.

Children do break the law. They can not be allowed to break it with impunity because they are children. Whenever the law is broken by a child, the offender must be made to feel that he has done wrong, and that a repetition of the offense will not be tolerated. This may be done either by the child's parent or by the state. Manifestly, it is better for all parties that the proper corrective be administered by the parent, and in that case there is no need for interference on the part of the state. But if the parent fails to do his duty, or, as often happens, even encourages the child to repeat the offense, the state must interfere. The only question to be considered is, What is it best, under the circumstances, for the state to do?

The old practice was to treat a child guilty of crime like an adult. *Petit larceny: so many days in the county jail.* And to jail the little thief went, there to be instructed, by hardened offenders, in every description of iniquity. What was the result? The little rascal graduated from jail an adept in crime, branded for life as a 'jail-bird', with no honest career open to him, and impressed with the romantic notion that to be a great villain is to be a hero. How was it possible for him ever afterward to become an honest man?

Well, what is the remedy? Shall we build juvenile prisons?

Better that than to shut up the old and the young together. But there is a still more excellent way. Do not put juvenile offenders in prison at all.

What!

Do not put them in prison at all. Is that plain?

What shall we do with them, then?

Put them in Reform Schools.

But my idea of a Reform School is, a prison for children.

You were never more mistaken, in your life. A REFORM SCHOOL IS NOT A PRISON: IT IS A HOME; and a better home, ordinarily, than the boy's own home, — better, at least, for him

The first public institution for the reformation of juvenile offenders was established in New York, in 1825. A boy fourteen years old was indicted and brought to trial for stealing a canary-bird. James W. Gerard, Esq., defended him in court. The plea at first offered by Mr. Gerard in the boy's behalf was that a canary-bird is an animal *ferae naturae*, and therefore not property, in law. Consequently, to steal a canary-bird is not larceny. This ingenious plea was set aside by his Honor the Mayor. Mr. Gerard, having failed with the Mayor, then turned to the jury, and said to them, in substance, "Convict this boy; send him to jail; and you make him a criminal for life." The jury felt the force of the argument, and acquitted him. This incident in

Mr. Gerard's experience led him to deliver a lecture, not long afterward, before the Society for the Prevention of Pauperism, upon the subject of *Juvenile Crime and its Punishment*. In it he recommended the founding of a House of Refuge for young delinquents, when discharged from prison. The suggestion was acted upon, and on the first day of January, 1825, the House opened, with seven inmates, in the old United States Armory. This was the origin of the Reform-School movement in America.

The distinction between a prison and a Reform School is very important. It is recognized by all Reform-School superintendents. In the Reform School at Chicago the doors are not locked, even at night. If a boy should run away, of course he would be brought back, just as a father would bring home a runaway son; but the inmates are not confined by prison-walls. No sentinels with loaded muskets stand guard over them. The endeavor of the Superintendent is to make the school so happy a place that no boy will wish to run away. The same is true of the Ohio Reform School. Only four boys ran away from it, out of sixty inmates, in two years. In Providence, Rhode Island, not one ran away, during three years, out of nearly two hundred.

This distinction is recognized by law. In Baltimore, Judge Gibson refused a writ of *habeas corpus* to take a child from the House of Refuge, upon the ground that the institution stands *in loco parentis* to the child. The Supreme Court of Pennsylvania has decided that the House of Refuge is, in all its aspects, a discretionary rather than a penal establishment; that its Board of Managers are the legal guardians of the children confined in it; that they stand to their wards *in loco parentis*, and are called upon to do for them whatever it would be a parent's duty to do: namely, to feed and clothe them, to educate them, and to teach them some useful trade or other employment. The means to do this are furnished by the state.\*

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\* "It is our opinion that the parent whose child falls into crime should be compelled, except in peculiar cases, to pay the cost of its maintenance in a preventive or reformatory institution, or, in default, be deprived of his liberty and forced to toil to that end. Is it said that such a rule would press hard on parents? But the expense and loss must fall on some body; and, surely, it is less hard that it should fall on the child's parent than on any one else. Two advantages would result from the enforcement of this principle. First, it would relieve the public, in part, of the burden of supporting its neglected and criminal children; but secondly and chiefly, the fear of compelled contribution to the support of their children in an industrial or reformatory school would be a strong motive, in the absence of higher ones, to a greater care of their education and conduct, so that the burden thus entailed might be avoided.

"This principle has worked well, wherever it has been tried. Even in Ireland, where, from the extreme poverty of the classes from which the occupants of juvenile reformatories are supplied, it was supposed, even by those who placed the highest value upon it, that it would be of little avail, within two years from the establishment of reformatories in that country, nearly \$1500 had been recovered from the parents of their inmates; and this, notwithstanding the fact that sixty per cent. of the children received were orphans, having lost one or both of their parents."—*Wines & Dwight's Report on the Prisons and Reformatories of the U. States and Canada*, p. 66.

The true idea of Reform Schools is that they constitute a part, not of the prison system, but of the common-school system; or, rather, they stand upon the dividing line between the two.

It follows, from this view of their position and design, that no child should be sent to the Reform School with the brand of a criminal conviction upon him. If he is even guilty of an offense against the law, the true reason for his commitment is *want of proper parental care*. In Ohio, when a boy is sent to the State Farm, as it is called, nothing is inserted in the *mittimus* to show what the crime is of which the boy is accused. This kindness is shown him to save his self-respect and preserve him from lifelong disgrace.

A second inference from the fundamental theory of the Reform School is that in all cases commitments should be, not for thirty or sixty days, or for one or more years, but *during minority*. A boy may be discharged upon ticket-of-leave at any time, by the authorities of the school; but this is done upon the same principle as that upon which an actual parent allows his boy to leave home and act for himself, subject to recall if he proves incapable of self-control.

I have confined myself, in this article, to a single point, namely, the distinction between a Reform School and a prison. There is much to be known concerning these noble institutions, which would be of interest to the public. The little which I have written is meant for the eye, not of those who know far more about them than the writer pretends to know, but for that of those who know less. The subject is one of practical importance at the present time, because the Legislature of Illinois will be called to take action upon it, during the coming winter.

FRED. H. WINES.

SPRINGFIELD, ILLINOIS.

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NOTE.—A very large proportion of the crimes actually committed are committed by young persons. According to the Census of 1846, in Great Britain the proportion of criminals between the ages of fifteen and twenty was one-tenth. Later investigations show it to be one-fourth. The increase in the proportion is attributed by an intelligent magistrate of England to the practice of early imprisonment. Previous to the establishment of Reform Schools, the only alternative for a magistrate or jury, in case of juvenile conviction of crime, was to send the offender to prison or pass the offense by without notice. In the one case, contact with older criminals worked permanent, instant ruin; in the other, immunity from punishment rendered the youthful culprit more bold in guilt. Arrests were therefore comparatively infrequent; and yet, on the 13th of November, 1828, there were in prison in the City of Philadelphia *sixty boys*.

The Reform School affords an escape from this dilemma; but not if it is in theory or in practice a prison.

The true theory of the Reform School is stated very clearly and powerfully in a pamphlet called *The Design and Advantages of the House of Refuge*, issued in 1859, by the Directors of the Pennsylvania House. "The design of the House of Refuge is to furnish an asylum, in which boys under a certain age, who come under the notice of the police, either as vagrants or houseless, or who are charged with petty offenses, or who are in habits of transgression and insubordination which inevitably lead to overt criminal acts, may be received, put to such employments as will tend to encourage industry and develop ingenuity, taught reading, writing, arithmetic, and geography, and most carefully instructed in the nature of their moral and religious obligations; while, at the

same time, they are subject to a course of treatment that will afford a prompt and energetic corrective of their vicious propensities, and hold out every possible inducement to reformation and good conduct. THE REFUGE IS NOT A PLACE OF PUNISHMENT. . . . It attaches to the unhappy youth no badge of infamy.

. . . It is to be looked upon as a *school for reformation*, an asylum for youthful poverty, helplessness, and ignorance,—NOT A PRISON FOR MALEFACTORS. Its directors are the friends and instructors of its inmates, who are *not to be regarded as outcasts* from society. . . . Recreation is regarded as part of the business of the institution. . . . The House of Refuge is intended to obviate not merely the *sentence* of infamy and pain, which follow a trial and conviction, but to *prevent the trial and conviction itself*. . . . The Refuge system is introduced for the purpose of *preventing punishment*. It humanely ascribes the errors of early youth to the unconscious imitation of evil examples, sudden temptation, to the disregard of parents, to any thing rather than malevolent intent. It therefore treats them as deficiencies of education, and provides means by which those deficiencies may be supplied. If the parent or the natural friend will show that there are no such deficiencies, or that proofs are wanting to substantiate them, the discipline of the Refuge is reserved for other subjects."

The first section of the twenty-sixth chapter of by-laws adopted by the Pennsylvania Refuge agrees with this view of the design of the institution: "The Supreme Court having declared that the House of Refuge is not a prison, but a school, where reformation and not punishment is the end, the Superintendent will, on the admission of every inmate, explain that *they will not be punished for any misconduct they may have been guilty of previously to their admission*."

The Reform School is a SUBSTITUTE for a prison; and an economical substitute, too, as appears from the fact that one convict in the Auburn Penitentiary, New York, who commenced his criminal career at the early age of ten years and spent twenty-eight years in prison, cost the state, for board alone, more than ten thousand dollars (not in greenbacks, but in gold). Reform Schools are less expensive than prisons, and obviate the necessity for so extensive prison accommodations as would be necessary without them.

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## REFORM OF THE GOVERNMENT SERVICE.

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REPRESENTATIVE JENCKES, of Rhode Island, and Senator Patterson, of New Hampshire, introduced into Congress, at its last session, bills which were intended, respectively, to reform the Civil and the Diplomatic service of the United States. The subject may, at first view, seem somewhat remote from those in which teachers are generally interested; but a brief consideration of the case will show that this is true in appearance only.

The two bills, though affecting different branches of the government service, are so nearly alike in their general aim and principle as to justify us in considering them together; but, for the sake of brevity, we may confine our attention to the first-mentioned. The aim in each case is to reorganize the entire government service, by changing the method of appointment to and the tenure of all subordinate offices within their respective departments.

At present, as is well known, the vast army of office-holders in the civil service, exceeding in number the rank and file of the army and



navy, is mainly appointed on the recommendation of politicians,—for partisan reasons, if not for partisan purposes. "If a man be an inferior lawyer or noisy primary-meeting politician, or both, no presumption is raised thereby in his favor that he will make a good bank-teller or accountant; although these qualities seem to avail him if he aspires to similar employment in a post-office or custom-house."

Since Jackson introduced into our politics the pernicious cry 'Spoils for victors', every succession of parties in the national administration has witnessed the removal, more or less promptly, of large classes of office-holders, now amounting to about 50,000. These incumbents are removed not because of proved or even alleged unfitness, but solely in order to make room for the same number of hungry applicants from the other party.

Among a body of men appointed and retained in place by such influences, it would be absurd to expect any high standard of official duty or any pride of position. One who should be unsophisticated enough to look for these things would find his delusion quickly removed by the slightest acquaintance with the facts of the case. It is perfectly certain that the Government annually loses millions of dollars through the rascality of some of its officials, and millions more through the incompetency of others; that it has to employ from 15,000 to 20,000 more men than would be required if only competent ones were appointed; and that it is obliged to get along with a quality of service which would be nothing less than ruinous to any private business enterprise.

Mr. Jenckes, in the speech to which we are principally indebted for the suggestions contained in this article, says:

"At present, nearly every one of these subordinate offices is filled by some person who gained his appointment by the recommendation of personal and political friends, and not by the application of any test to discover his fitness for the place he occupies. His compensation is subject to assessments or forced contributions to pay the expenses of conducting elections in which he is not a candidate for office. If he should show any decided ability or special aptitude for the service, he has no assurance of promotion, or even of retention. His term of office is limited by the pleasure, caprice or interest of his superior. In the corruption of our politics, all these places have become the reward of partisanship. The good of the service is seldom consulted in making appointments, and more rarely in making removals, and the applicants care far less for the public interest than for their own. There is little or no scrutiny into the character and antecedents of the applicant, other than as to his political services; no examination to test his qualifications; no probation, even, during which his fitness or unfitness for the office might be discovered. . . . .  
 . . . It must be admitted that the government service holds out few attractions as a career to young men who are skillful, energetic, ambitious, and well trained to business. Though a young man may possess all these qualities, and be diligent and faithful in the performance of his duty, yet he holds his place, if such a person should be unfortunate enough to accept one, by no definite tenure; he has no certainty of promotion either from seniority or from merit; and surrounded—as he must necessarily be, as things now are—by men of lesser qualifications, his very virtues may impede his progress, and his ability to succeed may prevent his success."

It is true that many excellent and able men, men who can be trusted

in any position, find their way into the various branches of the service; but the general fact is otherwise. The incompetent, the unscrupulous, the worthless, occupy places that belong to better men; and, as might be expected, "those active, energetic and capable men who are scattered among its places feel called upon to give some reason for being found there, whenever the character of their employment is the subject of conversation in their presence."

It were idle to anticipate any different result. With no test of fitness for the position conferred, no standard of excellence in the performance of duty, no promise of a reward for skill and fidelity, no premium for superior energy or experience, without even the certainty of a penalty for faithlessness or criminality, the ordinary incentives to human actions, those incentives which operate most powerfully with the best minds, are, if not altogether removed, reduced to the minimum of activity. In stead of offering any hope of improvement, the experience of each year shows that the notorious and alarming evils of the present system are not only on the increase, but are inherent, and ineradicable from the system itself.

In such a case as this, it would seem that no argument could add force to the simplest statement of the facts. The necessity of a change is as obvious as it is indispensable. No government can long survive the general corruption of its people, and no people can long be uncontaminated by corruption among its public officials, especially if these are largely of the same social grade with themselves. Who does not instinctively know that the hope of the Republic lies in the intelligence and purity of its citizens? What great leader has ever failed to recognize this truth? What page in history does not repeat and emphasize it?

#### THE REMEDY.

The remedy which has been found useful in other countries, and is now proposed here, is to appoint and promote solely on the ground of merit, ascertained by the test of searching and impartial examinations,—these examinations to be conducted by the Government, all candidates to be admitted and allowed an equal chance in the competition for appointments, and the best-qualified man to win the prize.

No change could be more complete, yet simple and sure. The saving of money would be at once perceptible, both in the prevention of losses that are now constantly occurring, and in positive gains through the greater efficiency of employes. With only two-thirds of the number of men now employed, the Government might be twice as well served. But the effect on the service and on the nation when no one should be appointed or removed for opinion's sake, but solely on the ground of fitness or unfitness, would be too important to ad-

mit of any estimate in dollars and cents. In stead of a temporary resort for able men, or a House of Refuge for vagrant politicians, the regular government service would become the chosen pursuit of thousands of earnest and high-minded young men, who would find in the character of the employment offered, in the social consideration then belonging to their positions, and in the ranges of promotion open to talent and experience, an ample field for every honorable ambition. The competition for office, in stead of being, as now, a universal grab-game, would become a conspicuous trial-ground of whatever highest skill and training each man possessed. A certificate of fitness for the Government service, conferred by the authorized commissioners, would be eagerly sought by many who did not intend to accept positions in it, and would be a National passport to positions of honor and usefulness in every department of business. It is not an unimportant consideration that, under such a condition of affairs, the popular respect for the Government and Government officials would be greatly increased — a matter which, in any free community, deserves serious attention.

We had intended to speak particularly of the effect of the proposed reform upon our common schools and other institutions of learning, but the want of space must restrict us to a very few words. It is at once obvious that an incentive would be applied to both teachers and pupils, which has hitherto been entirely lacking. The pointing-out of a definite, desirable result, in the attainment of which every acquisition might be made available, would relieve our teaching and our studying of that vague, far-away element which too largely enters into them, and would make them direct, practical, vital. The schools and academies of the country would become a vast system of training-schools for the government service, and the effect in elevating the standard and the quality of instruction would be immediate and incalculable.

We earnestly commend this subject to the special consideration of teachers, as the class which it concerns, perhaps, more directly than any other. And it seems not too much to say that the energy and unanimity by which they finally brought about the establishment of a National Department of Education, if turned in this new direction, would equally secure a far more important measure. G. W. A.

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Most men leave out, or regard as of very little importance, some of the essential elements of a good education. They seem to forget that the child has a *conscience* and a *heart* to be educated, as well as an *intellect*. If they do not lay too much stress on mental culture, which, indeed, is hardly possible, they lay by far too little upon that which is moral and religious.

## STATE ASSOCIATION OF COUNTY SUPERINTENDENTS OF SCHOOLS.

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THIS Association met in the City Hall, Aurora, at 10 o'clock A.M., on Tuesday, October 13th, 1868,—with Newton Bateman, Superintendent of Public Instruction and President of the Association, in the chair.

E. L. Wells, Superintendent of Ogle county, was chosen Secretary.

Rev. John Higby, Supt of Kankakee county, asked for Divine Blessings upon the deliberations of the Association.

Forty-three counties were represented by their respective Superintendents, viz: Adams, Seth W. Grammer; Bond, Rev. Thomas W. Hynes; Boone, Wm. H. Durham; Bureau, Rev. Albert Ethridge; Clark, James Dawson; Coles, Elzy Blake; Cook, John F. Eberhart; Crawford, Geo. N. Parker; DeKalb, Martin V. Allen; Effingham, W. I. N. Fisher, M. D.; Greene, Stephen F. Corrington; Grundy, Hiram C. Goid; Hancock, George W. Batchelder; Jefferson, James M. Pace; JoDaviess, George W. Pepoon; Kane, C. E. Smith; Kankakee, Rev. John Higby; Kendall, W. S. Coy; Knox, James H. Knapp; Lake, Byron L. Carr; Lawrence, Talman P. Lowry; Lee, James H. Preston; Livingston, H. H. Hill; Macon, Edwin Park; McDonough, Daniel Branch; McHenry, A. J. Kingman; Montgomery, J. C. Tully; Morgan, Samuel M. Martin; Ogle, E. L. Wells; Perry, J. W. Blair; Randolph, John A. Malone; Richland, John C. Scott; Rock Island, Wm. H. Gest; Scott, James R. Haggard; Stark, B. G. Hall; St. Clair, James P. Slade; Stephenson, A. A. Crary; Tazewell, S. K. Hatfield; Warren, James I. Wilson; Washington, A. C. Hillman; Whiteside, Michael R. Kelly; Will, Dwight Haven; Woodford, Joseph M. Clark, M.D.

Batchelder was chosen Railroad Secretary.

The President said, "There is other work besides legislation now to be done. Our System, in many respects, is better than our Schools. How shall we work under the system we have? is the important question."

Eberhart, Coy, and Day, a previously-appointed Special Committee on County Normal Schools, presented a report, which, after a revision to be made on account of the suggestions of several Superintendents of experience in such schools, will be published in the next Biennial Report of the Superintendent of Public Instruction. The report and suggestions showed the necessity and benefits of County Normal Schools, and brought to notice the workings of such schools in Cook, Peoria and Bureau counties, and also similar schools of short terms in Coles and Kankakee counties.

The President announced the death of two Superintendents since the previous meeting of the Association—J. B. Randolph, of Ford county, and James K. Harmison, of Fulton county,—and appointed as a committee to draft resolutions in respect to their memory, Messrs. Higby, Hall, and Grammer.

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### TUESDAY AFTERNOON SESSION.

The President spoke of the great affliction of the Superintendents of Champaign county, T. R. Leal, in the recent loss of four, and all, of his children, in the short space of three weeks. Committee on Resolutions appointed by the President—Eberhart, Pace, Knapp, Martin, and Gest.

John C. Scott, Superintendent of Richland county, read a paper upon *Teachers' Institutes, or County Normal Schools*. [For want of space, and as the papers read before the Association will be published, in whole or in part, in the *Illinois Teacher*, comments upon these papers will be brief.] This paper and the discussions which followed it all confirmed more fully the necessity of establishing County Normal Schools. Paper referred to the Committee on Resolutions.

The President spoke of the call for a Western Social-Science Association, to be organized in Chicago November 10th, and anticipated for it the greatest of good results.

James P. Slade, Superintendent of St. Clair county, read a paper upon the question *How can the County Superintendency be rendered more efficient?* This paper and the discussions which followed it brought out prominently the importance of thorough examination of teachers by County Superintendents. Referred to Committee on Resolutions.

Rev. John Higby, Superintendent of Kankakee county, read a paper upon *The Education of the Conscience*. The subject had been fully discussed in the paper, and, without debate, was referred to the Committee on Resolutions.

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#### TUESDAY EVENING SESSION.

Hon. J. L. Pickard, of Chicago, addressed the Association upon *What Constitutes a True Education?* Told of the education of the Indians, the Spartans, and the Greeks; and the special education of the telegraph-operator and the horse-trainer. The true idea of American education is to make the best man of the child, and what you would have in the man you must put into the life of the child. He dwelt at length upon Habits of Business, and Social, Domestic and Moral habits. Too much book-knowledge, some times, and too little forming of good habits. Some times would be well to burn half of the books. Among Business Habits he spoke of Industry, Care of Property, and Punctuality. But few men are naturally lazy. He did once know a lazy man that had a dog so lazy that he could not cross the road without stopping to rest; and he pitied the dog. There are many indolent persons, however. Give children their work to do, and have them do it before play. Remembered when a boy to have wheeled chips to a place and back again, as work given him by his father, and it tells upon him with good until this day. Good Luck has his coat off and sleeves up, but Bad Luck can find nothing to do. Every child should have a fund, however small; and when he loses from carelessness, he should draw from this fund to make good all losses from such carelessness. Children should be taught to keep their promises. Older people should keep their promises with children. Told of a judge who did not require an oath to be taken by a certain person—one of three men to whom millions of dollars were to be intrusted,—for he was a man whose word was as good as his oath. He also spoke of Extravagance, Contentment, Truthfulness, Cultivation of Self-Respect, etc. Children growing up in affluence will some times curse their parents for such a bringing-up. Men, as well as women, extravagant. If a person can do higher work by employing some one else to do the lower work, let the person do the higher work. Always work. Many fashionable people keep servants' boarding-houses, and are slaves to their servants. Have every child acquainted with the labor of home. If we



can work, and have wealth, we are doubly armed. Contentment is not to sit down and wish nothing further, but it is an active principle, which makes a man reach ahead for something further. The cities are flooded with young men who think themselves too talented for farmers or mechanics, but who are not enough so, and have barely talent enough for city loafers. Gift enterprises — unmitigated curses in the land. Parents, by example, often teach deceit in stead of truthfulness to their children. Parents should cultivate self-respect in their children. Say some times to children, "Do you not think badly of yourselves?" not always, "Do you not think others will think badly of you?" A little boy of eight years of age, in his gloves and with switch-cane in hand, had condescended to give him an inner seat of a church-pew, and to remain seated at the entrance of the pew as a faithful sentinel. He had seen a young lady seated in a street-car while her aged mother was standing and hanging to the strap overhead. He had known an intelligent and noble half-breed on board a steamboat to care attentively for his squaw mother, and this, too, amid his associates, who would not associate with her. A young woman dismissed her escort in front of a fine mansion near her own humble home, and at another time dismissed her mother — as the washerwoman — from the parlor. We may have a little less book-knowledge if we can have more manhood and womanhood.

Mr. Pickard's address was listened to by all present with admiration for the deep thought, the unassuming manliness, the warm devotedness, and the big heart of the speaker.

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#### WEDNESDAY FORENOON SESSION.

Prayer by Rev. Thomas W. Hynes, Superintendent of Bond county.

Edwin Park, Superintendent of Macon county, read a paper upon *Uniformity of Text-Books*. This paper and the discussion which followed it brought out the usual arguments in favor of a uniformity of text-books, and also the common opinion that taxation of the district should provide money for the purchase of text-books for the school of the district. Referred to the Committee on Resolutions.

Rev. Thomas W. Hynes, Superintendent of Bond county, read a paper. Subject: *The Duties of County Superintendents. Analysis of the 20th section of the School-Law*. A valuable paper: referred to the Committee on Resolutions, and, from a general desire of the members of the Association, it is printed in the Illinois Teacher.

Daniel Branch, Superintendent of McDonough county, read a paper upon *The True Province of the State in the Work of Public Education*. This paper was referred, without debate, to the Committee on Resolutions.

Rev. Albert Ethridge, Superintendent of Bureau county, read a paper upon *Classification of Common Schools*. The State Superintendent will publish this paper in the Illinois Teacher, and distribute copies to those County Superintendents of the state who do not take that journal.

Jacksonville was selected as the place of next meeting, on first Tuesday of October, 1869: session to continue three days.

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## WEDNESDAY AFTERNOON SESSION.

The Association visited the Public School of East-Aurora, and listened with interest to exercises in Colors, Form, and Reading. The school is a novel and noted one, and well worthy the visitation of educators.

An invitation was extended to the Association to visit Clark Seminary; but, on account of a pressure of business, it could not be responded to except by returning thanks.

Met at City Hall at 3 o'clock.

Special Committee reported as follows, and reports adopted:

WHEREAS, It has pleased Almighty God to remove from our number, by death, J. B. Randolph, late Superintendent of Ford county, and James K. Harmison, late Superintendent of Fulton county; therefore,

*Resolved*, (1) That we deeply lament the loss of our fellow laborers, who have thus been removed from labor and usefulness on earth, and we tender our heartfelt sympathy and condolence to the bereaved families and friends of the deceased.

(2) That we have learned with profound sorrow of the severe affliction of our friend and collaborer Mr. T. R. Leal, Superintendent of Champaign county, in the severe loss, by death, of all his children, four in number; and that we tender our deepest sympathies to the afflicted parents in this dark hour of their terrible bereavement.

(3) That the Secretary of this Association transmit copies of these resolutions to the respective families of the deceased.

Wells, Coy, and Richmond, were appointed a Committee to draft a Constitution, By-Laws, etc., and present the same at the next meeting of the Association. Any information of the old Constitution-Book will be gladly received by the chairman of this committee.

The Committee on Resolutions reported the following, which were adopted:

## REPORT OF THE COMMITTEE ON RESOLUTIONS.

*Resolved*, That we have been greatly edified and benefited by the several able and practical papers read before this Convention, and, in order that their usefulness may be increased and extended, we recommend their publication in the Illinois Teacher, or at least such parts of them as the editors of that journal may desire.

(2) That we renew our expressions of gratitude to our worthy State Superintendent, Hon. Newton Bateman, LL.D., for his eminent zeal and ability in the discharge of his arduous duties, and for his uniform courtesy and kindness in all his official relations and intercourse with us.

(3) That we again give our hearty indorsement of the Township School System — so nobly and clearly set forth in our State Superintendent's last Biennial Report, — and that we request him to urge its adoption and passage by our next Legislature.

(4) That we look with pride and satisfaction on the great and good work our State Normal University is accomplishing, and the high position it has attained.

(5) That we recognize in the Illinois Teacher a necessary and powerful agent in the great work we are trying to accomplish in the state, and that we make additional efforts to extend its usefulness and circulation.

(6) That, as our form of government depends upon the virtue and intelligence of the people, it is the duty of each state to extend the privileges of free schools to all its inhabitants.

(7) That we deem the High School an essential feature of every well-devised system of public education, and that we deprecate every movement toward the elimination of that feature from our own system.

(8) That a committee of three be appointed — of which N. E. Worthington, Esq., of Peoria, shall be chairman — to embody the matured views of this Association respecting County Normal Schools in a memorial to the General Assembly of the state, and to prepare the draft of an act in accordance therewith.

(9) That the proposed organization, in Chicago, Nov. 10th, 1888, of a Western Social-Science Association has the cordial approval of this body, and that we will cheerfully contribute all we can to its success.

(10) That the hearty thanks of this Association are tendered — 1st, To the Chicago, Burlington and Quincy, the Illinois Central, the Chicago and Alton, the Rock Island and Pacific, and the Indianapolis and St. Louis Railroads, for reduced rates of fare to the members of this Association; 2d, to the proprietors of the Fitch House and the Hantoon House, for gentlemanly attentions, and entertainment at reduced rates; 3d, to the City Council of Aurora, for the free use of their beautiful and spacious hall; and 4th, to the officers of the Association, for the faithful discharge of their duties.

(11) That special votes of thanks are due to Hon. J. L. Pickard and Prof. A. A. Griffith, for their very interesting and useful lectures.

(12) That, as an Association, we rejoice at the progress and advancement of educational affairs in the state since our last annual convention, and that we pledge to each other and the people we serve renewed zeal and effort in the discharge of our official duties.

JOHN F. EBERHART, Chairman.

Ethridge, Tully and Eberhart were appointed to complete the Commit-

tee, of which Worthington had been previously appointed Chairman, to bring the County-Normal-School question before the next Legislature.

The following resolutions were adopted:

*Resolved*, That it is the sense of this Association that the school-law be so amended that eight months, or thirty-two weeks, be the minimum length of school-terms in any one year; except in those districts where the people, by vote, shall determine on a shorter term, of not less than six months, or twenty-four weeks.

WHEREAS, The Southern Illinois Educational Association, at their meeting at Centralia, unanimously adopted the following resolution: "*Resolved*, That this Association appoint a committee of fifteen, whose duty it shall be to memorialize the Legislature at its next session, and do all other things necessary, to secure the establishment of a Normal University in Southern Illinois"; therefore, be it

*Resolved*, That we extend our sympathy to this, in common with all other educational movements in this state.

The following letter from Dr. Gregory we report entire:

ILLINOIS INDUSTRIAL UNIVERSITY,  
Champaign, Oct. 13, 1868.

HON. N. BATEMAN—*My Dear Sir*: I wrote you yesterday that I would endeavor to be in Aurora to-morrow—Thursday—morning. I find, on consulting the time-tables in the Chicago papers, that I can not leave here to-night and reach Aurora before you adjourn, and, as we have a delegation of Horticulturists visiting here to-day, I can not leave, without detriment, earlier than the night train. I am therefore obliged to forego the pleasure of meeting with the Superintendents' Convention. Will you please express my hearty regrets, as well as my profound regards, to the gentlemen of the Convention? I very much desired to express to them in person my profound sense of the services they have rendered the University, and to explain to them in person more fully our plans to make the institution worthy their continued support, and worthy the great educational interests they are so nobly and efficiently advancing. To my mind, the education of the people—the whole people—is one work. Its unity is the unity of the common truth, which must enlighten all, as the same sunshine illumines all paths; and the unity of national life and destiny, as one ship carries in its fate all fortunes which are embarked upon it. We here, with these officers of the several counties, work under your lead for Illinois, and our country. Their success is ours, and ours is theirs. I would link this institution intimately and indissolubly with the great Public-School System of the state; not that it may ride that interest as a boat rides a great tidal wave, nor that it may rule over it as a horseman rules the inferior animal which bears him; but that it may be a living part of that system, as the head and heart and hand are parts of the common body, helping to inform that body with new light, to inspire it with fresh hope and zeal, and to work for and with it in every great and vital work. God forbid that any less noble or less useful or less general purpose shall ever animate the men who hold control here! I beg you, sir, who know the inmost yearnings of my heart for this great interest, to give for me the right hand of a most hearty and active fellowship to the gentlemen of the Convention. Tell them we solicit their most earnest cooperation in making this institution all it ought to be,—not for the honor of any one man or class of men, but for the honor and welfare of this great Central Commonwealth, which lies at the heart of the Continent, and of the Republic. Ask them to aid us in inspiring with a love of high and useful learning as many as possible of the youth of the state. We have already a goodly company, and there is a sound of coming feet borne to us from every quarter; but we can not be content till these halls are filled to the overflow, and our best energies are taxed to the utmost, in giving to the young men of Illinois a culture worthy of their destiny.

With the kindest regards to yourself, I remain your obedient servant,  
J. M. GREGORY.

Wednesday evening, the Association listened to an interesting address and reading by A. A. Griffith, of Ann Arbor, Michigan, Professor of Elocution. The topics of his address, *Physical Culture, Voice Culture, Qualities of Voice, Expression, etc.*, are fully treated of in his book, and his readings need no description.

Association adjourned, to meet in Jacksonville the first Tuesday of October, 1869.  
E. L. WELLS, Secretary.

## CLASSIFICATION OF COMMON SCHOOLS.

Read before the State Association of County Superintendents, at Aurora, October 11, 1868,  
BY REV. ALBERT ETHERIDGE,  
Superintendent of Schools for Bureau county, and published by order of the Association.

THERE is nothing connected with the practical operations of our common schools more vital to their success than proper classification. In cities and

villages the *graded plan* is generally adopted, which meets the demand as far as it is practicable. But in the country districts, where the number of scholars does not warrant the employment of more than one teacher, no well-settled plan has as yet been devised; but the matter has been left to be settled by each teacher for himself. The result has been that the classification of one term has given place to an entire new classification at the commencement of the next. Pupils have been put back and compelled to go over ground the second, third, fourth, and perhaps fifth, sixth and seventh time, and in many instances with less and less thoroughness, until they have become discouraged, disgusted, and permanently soured against their schools. On the other hand, in a great many, and perhaps a majority of cases, the teacher has left the classification of the school almost entirely to the scholars, and they have demanded such a multitude of classes that the time of the teacher has been wasted and his mind confused by hurrying from one exercise to another. Schools are not uncommon in which more classes are to be found than there are pupils on the roll of attendance.

Besides the evils referred to, there is another, growing out of the same prolific root, no less pernicious to the best interests of the pupil, namely: that of allowing a scholar to study one or two favorite branches, to the neglect of all others, until he becomes puffed up with pride at his attainments in his pet studies, and totally averse to submitting himself to the mortification of commencing with the rudiments of the neglected branches. It is no uncommon thing to find those in our schools who are quite advanced in Algebra, who can not write the simplest English sentence and be certain of its accuracy. Noticing the almost universal prevalence of these and kindred evils in our country schools, we made the subject of classification a specialty in our Normal School at Dover, and will subjoin an epitome of what was presented upon the subject:

1. Let no reader above the Fourth be tolerated in our common schools. In case Edwards's Analytical Series is used, the Fifth may be used. As the series has no Primer, the First Reader takes the place of the Primer in other series, and so on through.

2. Divide the school into three grades or grand divisions, numbering them one, two and three, or lettering them A., B., C., or—which is preferable—naming them primary, intermediate, and grammar. Let the primary grade include all up to the Second Reader, inclusive of the Second Reader. Let the intermediate include all in the Third Reader, and the grammar include all in the Fourth Reader.

3. Let the primaries learn, besides reading, object-lessons, counting, tables of arithmetic, spelling, printing, and drawing.

4. Let the intermediates pursue reading, phonics, object-spelling, geography, arithmetic through simple rules, writing, and history.

5. Let the grammars pursue reading, phonics, orthography—both by rules, analysis of words, and object-lessons,—grammar, geography, writing, arithmetic, and History of the United States.

Let the teachers have a carefully-prepared programme, covering every moment of time from 9 A.M. to 4 P.M., and providing something for each one to do every minute in the day. The programme should be so arranged as to make the most equitable distribution of the teacher's attention among the pupils which can possibly be made.

We will give below a programme which was presented to the Normal School, and which met the approval of many of our most successful teachers. Before presenting it, let me say that no programme can be given which will be of universal application. Teachers must remember that the doctor's maxim, "What will cure an Englishman will kill a Frenchman," applies most emphatically to school arrangements and management.

## PROGRAMME.

1. From 9 to 9.15, Devotions. From 9.15 to 9.40, Primaries read, spell, and recite tables, Intermediates study reading, and Grammars study arithmetic.
2. From 9.40 to 10, Intermediates read, Grammars study arithmetic, and Primaries print.
3. From 10 to 10.5, Recess.
4. From 10.5 to 10.25, Grammars recite in arithmetic, Intermediates study geography, and Primaries make figures.
5. From 10.25 to 10.45, Intermediates recite in geography, Grammars study reading, and Primaries draw.
6. From 10.45 to 11, Recess.
7. From 11 to 11.15, Grammars read, Intermediates study arithmetic, and Primaries write.
8. From 11.15 to 11.35, Primaries read, spell, and show work, Grammars and Intermediates prepare spelling.
9. From 11.35 to 11.50, Grammars and Intermediates spell, and Primaries sit still.
10. From 11.50 to 12, General Exercise and Closing.
11. From 12 to 1 P.M., Intermission.
12. From 1 to 1.30, Primaries read, spell, and recite tables, Intermediates and Grammars study history.
13. From 1.30 to 1.45, All write.
14. From 1.45 to 2.10, Intermediates and Grammars recite history, and Primaries print.
15. From 2.10 to 2.30, Intermediates recite mental arithmetic, Grammars study grammar, and Primaries count.
16. From 2.30 to 2.45, Recess.
17. From 2.45 to 3.05, Grammars recite grammar, Intermediates study reading, and Primaries study drawing.
18. From 3.05 to 3.25, Intermediates read, Grammars study phonics, and Primaries study spelling.
19. From 3.25 to 3.45, Primaries read, spell, and show work, Grammars and Intermediates prepare spelling.
20. From 3.45 to 3.55, Grammars and Intermediates spell, and Primaries can be dismissed, or sit still.
21. From 3.55 to 4, Close.

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## THE DUTIES OF COUNTY SUPERINTENDENTS—ANALYSIS OF THE 20TH SECTION OF THE SCHOOL-LAW.

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Read before the Association of County Superintendents, at Aurora, Illinois, Oct. 14th, 1868,

BY REV. THOS. W. HYNES,  
County Superintendent of Bond County.

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It is a grand conception—the education of a whole people. Compare it with other forms of public improvement—as the bridging of streams, the making of good roads and canals, the construction and operation of railroads: all these sink down in the comparison, as the material and temporal ever must in the presence of the unseen and eternal.

No great enterprise, involving the interests and efforts of large numbers, is wisely conducted without organization. What the muscle, or mind, or moral power of a *single* individual may be utterly incompetent to effect, the united powers of many individuals may easily accomplish. An essential idea in the organization of the forces of society, of whatever character and for whatever ends, is—they must be *officered*. The army must have its leaders. The strong-armed multitude who grade our roads and dig our canals must have the supervision of intelligent engineers, contractors and bosses to direct their labor. Without organization society presents to our view only a scene of chaotic disorder. There are mighty forces, competent to the production of most beneficent results; but unorganized they only cross and oppose each other. Ten men at one end of a long rope, whose efforts, guided by a single voice of command, are put forth at the same time and in the same direction, are more effective than a thousand scattered along its whole length, while each one is left to pull upon the rope, in any way and at any time, as his impulse or pleasure may dictate.

This magnificent enterprise of our state, whose end is the education of the



whole people, in order to its highest success, demands not only the earnest and intelligent coöperation of the masses, but also and equally the zealous and judicious labor of those whose position is the 'watch-tower', and whose work is largely one of supervision and control. The corporals, captains, colonels, and other commanders of the grand Army of the Union were not more necessary to its victories over the hosts of rebellion than are the directors, trustees, treasurers and superintendents of the great common-school army of the commonwealth to its final triumph over the forces of ignorance. All these officers are important parts of a system. They are not supernumeraries—they should not be sinecures. In the very nature of the case, a survey and presentation of the official position and important duties of any of these must be interesting and profitable to all who are workers in the good cause of the people's education. We propose, in this paper, a clear, plain, practical exhibition of these as they appertain to the *County Superintendency*, certainly not the least important of these several offices.

As the whole common-school system is created and operated by law, so the County Superintendent, as a part of the system, is a creature of law. His duties, as defined in the statute, are considerably diversified. He is a book-keeper and a land-agent. He is a treasurer and a cashier. He is the inspector and custodian of important legal papers, such as the bonds of township treasurers and other valuable archives. He is the almoner of the public funds to all the townships of his county. He is a statistician, and the organ of communication between his superior and all his subordinate officers. He is the friend, the counselor, the referee, in all the controversies arising in the school-business of a whole county. He is the judge of the character and qualifications of teachers, and the 'inspector-general' of schools. In short, he is not only, as the old law called him, a 'School-Commissioner', but he is a 'School-Superintendent'. As a literary bishop, his diocese is the county, and every educational interest, of every kind, within that diocese, is under his oversight, and a part of the weighty burden of his office. As he surveys the wide sphere, and weighs the grave responsibilities that are upon his shoulders, he may well exclaim—not profanely, but reverently—"Who is sufficient for these things?"

These duties are so manifold and diverse, and withal so important, that we may not pretend in this short space to group them all, or even glance at them in detail. As the miner, digging patiently and hopefully for the precious metals, watches all the sand, and scans every spade-full of earth, yet when his eye lights upon a *gem*, he carefully separates it from all surrounding particles, lifts it to the light, turns it on every side, and weighs it most carefully; so let us single out for our examination the 20th section of the law.

We may classify generally the duties imposed upon County Superintendents in this section as follows, viz:

1. Visiting schools.
2. Advising and assisting school-officers and teachers.
3. Carrying out the advice and instructions of the State Superintendent.
4. Encouraging and assisting in the formation and management of teachers' institutes.
5. A general labor in elevating the standard of teaching and improving the condition of schools.
6. A semi-judicial work—perhaps we should say a *sub-judicial* work—of giving an advisory judgment in all controversies arising under the school-law.

This may be an exhaustive general view of the duties prescribed in this particular section. Let us examine them.

I. *Visiting Schools.*—It is a good thing to have the schools visited — *simply visited*. The presence of the parent, the director, the minister of the Gospel, the teacher of another school,—in short of any friend of education,—is, in itself, a good thing. The *school-law* makes it the duty of some of these; but the law of *interest* and the law of *love* place the same duty upon the others when they have convenient opportunity. The influence upon the children of the simple fact that others feel a sufficient interest in them, and in their education, to visit the school-room, must of itself be favorable—leading them to a higher appreciation of their work, encouraging them in their studies, and suggesting to them a careful deportment in all the duties of scholars. This from the mere presence of the visitors. But the visit of the County Superintendent is of another character, and has a higher significance. He is not supposed to be there as an outsider, a mere spectator, ‘a carpet-bagger’. He is not there merely “to note the methods of instruction, the branches taught, the text-books used, and the discipline, government and general condition of the school.” His visit should be one of earnest interest, real sympathy, hearty coöperation, kindly suggestion, and, we may add, of modest, prudent and judicious participation.

The Superintendent is not to sit in the school-room for an hour or two—mum, cold, unsympathizing and statue-like; for the law adds, in immediate connection with his visiting, “He shall give such directions in the science, art and methods of teaching as he may deem expedient and necessary.” His is not a fashionable call, nor a visit of form and ceremony. Every thing in the language of the law, and in the nature of the case, presupposes that the County Superintendent should be an intelligent observer of what transpires in the school-room. He ought to know how a school should be conducted, how a recitation should be heard, how discipline should be administered and order maintained, how scholars should be classified,—in brief, it were greatly to be desired that every County Superintendent should be qualified by experience, by scholarship, and in all other respects, to take charge of any school in his county and conduct it satisfactorily and successfully.

Another point suggested in connection with this first duty is its frequent and systematic discharge. The law says “every school at least once in each year, and oftener if practicable.” There is no danger, in ordinary cases, of too frequent visitation. An *honest* and *capable* officer ‘could not if he would, and would not if he could’, visit the schools under his supervision more frequently than would be profitable.

II. The second duty indicated in the section is, advising and assisting the school-officers and teachers of his county. This duty is the more onerous and necessary from the lamentable fact that so many of our school-officers are so deficient in qualifications for the proper discharge of their duties. This difficulty finds an aggravation, if not a foundation, in the frequency of school-elections, the large numbers required to fill the various school-offices, and the indifference of the people to the great cause of popular education. Many of our school-officers *need* advice and assistance in their official duties.

The County Superintendent is also the counselor and assistant of teachers. The young, the inexperienced, the diffident, the discouraged, the over-confident, the imprudent, the impracticable, the unsuccessful, and the incompetent,

among our teachers, should be the objects of this paternal counsel and aid. How often has a word of cheer, of caution, of warning, or of counsel, coming from a clear head and a kind heart, been a blessing indeed to those in whose ear it has been spoken. Occasions and opportunities for the aid and advice we are considering are not chiefly those furnished by official visits to the school, nor even those, more private and appropriate, which are afforded by interviews at school-recesses; but, beginning on examination-day, and ending at the close of the teacher's professional life, those other and frequent meetings of teachers and Superintendent, in which they may take counsel together.

III. The County Superintendent is 'a man under authority', and it is made his duty by the law to carry out the advice and instructions of the State Superintendent. There is subordination in the system.

The principle of every true soldier — obedience to orders from his superiors, — which gives to an army unity of purpose, harmony of action, and puts them in the path to victory, is found also in our common-school system.

It is necessary to the successful working of the system, operating, as it does, in more than one hundred counties, that it should have a central mind, supervising the movement of every part, and securing, if possible, regularity of motion in every wheel. This necessity is so manifest as to need no farther remark.

I sincerely congratulate my brethren, the County Superintendents, that we have had a superior officer whose clear and practical mind, gentlemanly bearing, large experience, Christian spirit, and thorough comprehension of the whole field, in all its details, have made it as easy and pleasant to carry out his advice and instructions as the nature of the work itself would permit.

IV. A fourth duty imposed by law upon County Superintendents is to "encourage the formation and assist in the management of county teachers' institutes." In every department of human interests — agricultural, mechanical, social, intellectual, or moral — the value and importance of associated effort are fully recognized. The farmers and mechanics have their fairs, and when properly conducted they diffuse intelligence, quicken activity, and elevate the standard of life and labor in their respective spheres. The laborers for the reform and amelioration of society are often drawn together for mutual counsel and encouragement. Above all others, teachers are benefited by coming together to illustrate and explain their different methods, compare their various views and experiences, and consult together in regard to their trials and successes. This is the idea of the teachers' institute. The primary responsibility of arranging, advising and assisting in these professional gatherings is properly placed upon the County Superintendent. The teachers, the parents, the school-officers, and the entire community, have a common interest in the successful management and useful results of the teachers' institute. The dissecting-room and the hospital are not more essential aids to the culture and skill of the practitioner of the *healing* art than are the manifold influences of an institute, of live and earnest teachers, to the professors of the *teaching* art.

Our common schools can never become what the law contemplates, and what the highest interests of the public demand they should be, until the teachers' institute, in some permanent and practical form, is a recognized institution in every county. It is thought there is not *one* of our one hundred and two counties, however unsatisfactory the condition of its public schools, and how-

ever low the standard of qualifications of its teachers, but there would be found in it at least a few teachers capable of making the exercises of an institute both interesting and profitable. In order to do this, our teachers need waking up. They need to appreciate their high calling—the dignity and importance of their office and labor. They need to come together with the impression that the institute is not the arena for oratorical display, nor long-winded speeches, nor fine-spun essays, but that, on the contrary, it is the place for considering and discussing the thousand living and practical questions that connect themselves with the successful management of a school. This must be its one idea—its main purpose. In so far as formal addresses and essays may legitimately be a part, a *small* part, of the programme, even these should be subordinated to the higher claims of strict utility.

V. Besides the specific duties already referred to, the County Superintendent has a still wider sphere of influence and labor. Not only in the institute and the school-house, but in every place, and at all times, he is to keep in view the chief end of his office. In the language of our section of the law, he is to “labor in every practicable way to elevate the standard of teaching and improve the condition of the common schools of his county.” A good degree of common sense (which, by-the-by, is the best kind of sense), and a sufficient interest in his official work, will suggest to the Superintendent many opportunities for exerting this influence and discharging this duty. We refer for illustration to one. As he visits the schools in the different parts of his county, he may send by the children an invitation to the school-officers, the parents, and all the friends of education, to meet him at the school-house, or other convenient and central place. There let him speak to them of their relations to the school, and their interests and duties growing out of these relations. Tell them of the parents’ duty to support the teacher in the exercise of his legitimate authority; to teach their children due respect for their teacher; to encourage them in their studies at home, and in a regular and punctual attendance at school; and to supply them, cheerfully and promptly, with needful books and other requisites for a profitable attendance at school. Remind them that they should feel a proper pride in their school-house, and see that it lacks nothing to make it, not only convenient and comfortable, but also pleasant to their children: that we are educated, not merely by the instructions and studies and recitations of the school-room, but also by all we see and hear and feel. Press upon the directors a proper sense of their duties and responsibilities as they are so clearly defined in the law. If the case demands it, do not hesitate to show them the sin and shame of dilapidated premises, unsightly and uncomfortable houses, and a lack of any of the necessary furniture or appurtenances of the school-room. Speak to them kindly and earnestly of these practical home themes, and you may do them a great and lasting good.

I know this can not be done in every neighborhood or district, but it can be done in some. Let it be tried in those where it is especially needed. In the more distant parts of the county, where the Superintendent is compelled to remain over night from home, why may not a long and pleasant moonlit winter evening be occasionally spent thus, in pleasant and useful conference with those who are not only interested in, but also responsible for, the success of the school? Other opportunities will present themselves for the same service—such as the occasional or closing exhibitions of the schools, where all these

parties are assembled, and where at least a brief address from the Superintendent might be altogether appropriate.

VI. The County Superintendent has a semi-judicial character, in which he is to give his opinion and advice, in all controversies arising under the school-law.

In the extended and complicated school business of a whole county, it is to be expected that many difficulties and misunderstandings will arise. They may occur between the directors of adjoining districts; between teachers and directors; between teachers or directors and the township trustees; or various other parties. These controversies will be as diverse in their origin and character as the different parties and circumstances of each particular case. For their proper adjustment there will be needed a clear and impartial judgment, prudence, discrimination, and firmness. Withal, the judge must possess a thorough knowledge of the law, the precedents and the decisions, so far as they bear upon the case before him. Possessing and exercising these qualities, the Superintendent may be in a high degree useful in healing divisions, quieting dissatisfaction, preventing litigation, and procure for himself the rich blessing of the peacemaker. If his judgments are rash, immature, unwise, or those of the mere partisan, he may only widen the differences, increase the dissensions, and promote discord and controversy.

Having taken a cursory view of this section of the law, we conclude with a few practical deductions and suggestions. The duties required turn our minds very naturally to the personal qualifications for the office.

1. The County Superintendent should be a man of fair scholarship. The idea that he is to examine and license teachers, and discharge creditably and usefully the various duties of his office, without a respectable acquaintance with the branches of learning taught in our schools, is *simply absurd*.

2. The office demands an incumbent with considerable experience. We do not say he should be an old man—we do say he should be one verging toward middle life. We would transfer and apply here the words of the Apostle—"Not a novice, lest, being lifted up with pride, he fall into the condemnation of the devil."

3. Like every other position of influence and responsibility, this one especially requires sterling honesty—strict integrity. High moral character is a *sine qua non*. Conscience should assert her dominion over all the business and labor of the Superintendent. *He* can not be relied on who acts in the spirit of an eye-service, that looks only to the penalties of human laws, and fears only the scrutinizing gaze of our fellow men. *He* may be trusted—ever and implicitly—whose life-thoughts and acts connect themselves with God and eternity. Education, without moral and religious principle, distorts, perverts, blights, and curses. Those who superintend education should not poison the very fountains of human life and character.

4. A County Superintendent should be an earnest man. The words '*wakefulness*', '*earnestness*', '*activity*', '*faithfulness*', should be "bound as a sign upon his hand and as frontlets between his eyes." He has a wide field to cultivate. He has plenty to do. His office means work.

5. Business talent and a fair degree of administrative ability are important qualifications for this office. Put a hank of thread into the hands of some men and they will soon make a tangle of it. The motto for the County Super-



intendency should be the divine one "Let all things be done decently and in order."

6. The incumbent of this office should be a man of good common sense. Knowledge is theoretical; wisdom is practical. To despise either is folly. A harmonious combination of both will make a good County Superintendent.

And now, my brethren, County Superintendents of Illinois, let the review of our official position, duties, responsibilities and privileges awaken in us thoughts of a new zeal, an increased devotion to the great business that, by the statute and the voice of our fellow citizens, is put upon us. Let us return from this Association with quickened thought, high resolve, and solemn purpose, to give our energies more unreservedly to the great work of our office. Especially let us remember that no eloquence of speech, no familiarity with text-books, no height of learning and scholarship, nor eminence of theoretical qualifications, can compensate for the lack of earnest, diligent and faithful attention to the duties of our office.

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### A NORMAL UNIVERSITY FOR SOUTHERN ILLINOIS.

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EVER since the establishment of our present magnificent and well-conducted Normal University near Bloomington, some have foreseen that there would come a demand for another in some other section of the state. The peculiar form and position of Illinois, the character of its soil and productions, and the origin of its population, have all tended to make this evident. Illinois is almost four hundred miles from north to south, embracing but little short of six full degrees of latitude, and having a climate varying almost from that of Wilmington (North Carolina) to that of Portland (Maine) on the Atlantic coast; and the width is, on an average, not quite one hundred and thirty miles. This long north-and-south stretch gives such a difference to the physical constitution of the common laboring people as to make it seem unwise to compel them to associate in school-work and duty. Besides, as the points where men are to congregate for commerce and intercourse are, for Illinois, almost wholly on the borders, the dissimilarity made by climate is largely increased. Our products are almost wholly concentrated, for transportation to their ultimate and distant markets, on our very outskirts or beyond the border. Chicago, St. Louis, Quincy, Terre Haute, Cairo, Rock Island and Galena are examples; and these render large centres of commercial power almost impossible in the centre of the state.

To counteract this tendency to carry every thing to our borders, we need literary centres — several of them — in the middle; and these will soon become points of power. Then our people in the north are largely of a New-England origin; in the middle, Pennsylvania, Maryland and Virginia have put their stamp on the settlers; while in the

south, Kentucky, Tennessee, Georgia and the Carolinas have moulded our people's habits, and especially their feelings, to a very great extent. All these will, without doubt, ultimately blend into one people, but they will do it by mutual rivalry more than by intercourse. Indeed, they do now shun that intercourse in a measure; but they can not shun rivalry, and this rivalry ought to be made to take the very highest and noblest forms — that of strife in the pursuit of knowledge and its consequent refinement, and of a race in communicating education to the children of the several parts.

These are a few of the tendencies which have forced the people of the state to consider the propriety of agitating for a Normal University in Southern Illinois. And some of the reasons which appear to demand this may be briefly hinted, and left to be argued at another time. There has been, and to some extent there still remains, in Southern Illinois a great indifference to the importance of common education. Such a state of apathy as this can only be overcome by carrying education near to a people. While they are without the warmth of desire for it, they will not stir to attain it. Coldness so benumbs all the faculties that the victim only longs to sleep. Such a people will not make a journey of two hundred and fifty miles, to the midst of a people who seem, by customs, manners and enterprise, almost foreigners to them, for the purpose of studying and denying self to obtain education. The only way to educate a people like these is to carry the means near to them,—especially in the matter of professional education, as is that of a teacher, which seems so much like a public benefaction. And then the lack of facilities for travel and intercommunication makes it very difficult for the people of Southern Illinois to go far to attend schools. This prevents parents from urging their children to go from home, and also discourages the desire in the minds of the young people to be educated.

Besides all these forcible reasons for asking another Normal University in Illinois, there might be added that it is almost impossible for one school to accommodate so many pupils as can be found in our mighty and growing state. But more forcible than all other reasons will be the fact that two or more such universities would exert a healthful influence by their rivalry, and would thus stimulate many to attend who would not otherwise be found there. And it ought to be added that the system of one school is apt to run into grooves and remain thus for years. Witness Oxford, in England, and Cambridge: each has its hobbies and pet sciences and mannerisms. So our University, if remaining lone and unrivaled for all coming time, would so breed its own selfish habit or practice and continue it as might even make it a clog on the car of educational progress.

For these and other good reasons, as they seem to us, the southern part of the state is asking for a Normal University. We know that the other sections of the state will hear them patiently, and will re-

member that in the way of state aid or patronage nothing, or very little, has been done for Southern Illinois. Our benevolent institutions are mostly at Jacksonville—north of the middle and west of the centre. Our penal one is now at Joliet, and it affords considerable support to men in its vicinity. The state will draw largely from the south half for the new State-House in Springfield, and the Normal University and the Industrial University are north of the centre; and whatever the state has given to them of Seminary lands, or the percentage on the sale of lands, or in Agricultural-College Scrip, has been taken in part from the southern part of the state.

There are pupils enough in Southern Illinois to fill a Normal University as full as the one at Bloomington now is, and they could be induced to go fifty or a hundred and fifty miles; but—easy as it is to go another hundred after the first hundred has been accomplished by railroad—they will not go two hundred. The state will be as much profited, to say the least, by educating them as by any youth from another section of the state. And the schools in this section do need normal teachers quite as much as any schools in the state; and, what is a good omen, they are calling for them. But they can not get them except by educating young men and young women who have been brought up in this locality. These will do the best work for the elevation of the section, and the state will find it for her interest to educate them in a Normal University.

There is a movement—definitely started at the late Educational Association at Centralia—to secure such a university. A committee was appointed to correspond on this subject and urge forward the measure. That committee recently met at Odin, and made arrangements to circulate an address and petitions on the subject, and thus bring it before the legislature of the state at its next session. The question will be between the plan of about three large Normal Universities for the state, and local or county Normal Schools. We are in favor of large and strong schools, where there can be the enthusiasm and polish of large numbers in the pupils, as well as of learning and weight of character in the professors.

Illinois could afford to-day to build and annually support, out of her public treasury, three large Normal Universities, and educate three thousand of her young men and young women to enter upon the work of teaching, and save money and gain power by it, too. Her twenty thousand teachers ought every three years to have a reinforcement of three thousand educated in a Normal University. This one asked for in Southern Illinois need cost no more than the one in Bloomington. Counties and benevolent individuals and rival localities will bear the large part of the expense, if not all, and the state need not be burdened at all.

R.

## EDITORIAL DEPARTMENT.

## EDITOR'S CHAIR.

STATE TEACHERS' ASSOCIATION.—We invite the attention of our readers to the outline of the programme for the next meeting of the Association. The Executive Committee have done a good service in giving thus early some idea of what the exercises are to be. It will be seen that the time is wholly appropriated to exercises bearing directly upon subjects previously assigned. The feature of dividing the Association into sections is a new one; but, from the size of the convention and the numbers of teachers representing each of the departments of school-work, the experiment ought to be a success. This opportunity afforded for the consideration of special subjects should be a strong inducement for the attendance of many not frequently at the meetings of the Association. Should the committee succeed in carrying out their present plans in regard to the occasion, we venture to affirm that this meeting of the Association will be fully as interesting and profitable as any previous one. What they now present is an earnest of their intention to do well their part. Will the teachers of the state do theirs? The days on which the meeting occurs could not be more convenient, including neither of the holidays and giving time for teachers to be at home to spend both. We hope the meeting will be a good one and largely attended by teachers from all over our state—especially by representative men and women,—so that its voice on matters of educational moment may have due weight. Presidents of colleges and professors therein owe it to themselves, and the common interests of education, to attend such meetings whenever possible, and thus keep the union between the higher and the lower education vital. We shall learn of them, but the learning, after all, may not be wholly upon our side.

The Executive Committee present the following as a partial Programme of Exercises for the next meeting of the Illinois State Teachers' Association, which is to be held at Peoria, on the 29th, 30th and 31st of December. A full programme, containing the names of those appointed to take part in the exercises, and such changes as may be found necessary, will appear in the December number of the Teacher.

## P R O G R A M M E .

## TUESDAY, DEC. 29th, 1868.

10.00 A.M., Opening Exercises. Address by the President, Dr. J. M. GREGORY.  
Business.  
2.00 P.M., Essay: *Ought Attendance upon School to be made Compulsory by Law?*  
2.30, Drill Exercise. 3.00, Essay: *Coeducation of the Sexes—Affirmative.*  
3.30, Recess. 3.45, Music. 4.15, Essay: *Coeducation of the Sexes—Negative.* 4.45, Business.  
Evening.—7.00, Music. 7.15, Short Address. 7.45, Lecture.

## WEDNESDAY, DEC. 30th.

The Association will meet in sections, as follows:

## HIGH-SCHOOL SECTION.

9.00 A.M., Essay: *Course of Study for a High School.* 10.00, Discussion of the above. 10.30, Recess. 10.45, Essay: *Methods of Teaching Language.* 11.30,

Discussion: *What is the True Relation of the High School to the School System of the State?*

## GRAMMAR SECTION.

9.00 A.M., Essay: *Course of Study for a Grammar School.* 10.00, Discussion of the above. 10.30, Recess. 10.45, Essay: *What can be done to Increase the Efficiency of the District School?* 11.30, Discussion of the above.

## PRIMARY SECTION.

Two Essays, Drill Exercises, and Discussion.

2.00 P.M., Lecture. 3.00, Essay: *The Idea of a Graded School, and How to Realize it.* 3.30, Recess. 3.45, Music. 4.15, Reform School. Business.  
Evening.—7.00, Music. 7.15, Essay. 7.45, Lecture.

## THURSDAY, DEC, 31st.

9.00 A.M., Opening Exercises. 9.15, Lecture. 10.15, Music. 10.45, Recess. 11.00, *Description of Mammoth Cave*, by E. L. WELLS, of Ogle county.  
2.00 P.M., Essay: *County Normal Schools.* 2.30, Essay. 2.45, Music. 3.15, Election of Officers. 3.30, Recess. 3.45, Lecture. 4.15, Closing Business.

Réunion in the evening.

E. C. HEWETT,	} Executive Committee.
E. W. COY,	
E. A. GASTMAN,	

NORMAL SCHOOLS.—There is no surer index of the change in the public mind with regard to the subject of education, and of the increasing importance of the teacher's position, than the history of special schools for the instruction of teachers. This change is the more marked when we consider how difficult was the task of bringing popular opinion to the point of establishing such schools, and how tardily even the State of Massachusetts embarked in the enterprise; how reluctantly she contributed from her means one-half the funds necessary for its establishment.

During the years 1835 to 1839, several earnest educational men, chief among whom was Rev. Charles Brooks, of Hingham, Mass., by means of lectures, newspaper articles, and educational meetings, began to urge the subject upon the popular mind and presented it before the state legislature. But their efforts seemed to accomplish but little, and it was not till in the year 1839, when a private individual, Hon. Edmund Dwight (let his name be gratefully remembered by every teacher for this act), offered \$10,000 toward the establishment of normal schools, provided the state would give a like amount, that the legislature took the initiative in the great work, and the first school of the kind in this country was established in Lexington. This act did not pass without opposition. In an attempt subsequently made in the legislature to close the doors of this institution, it was urged that "perhaps it is not desirable that the business of keeping these schools (the common schools), should become a distinct and separate profession." But the project thrived. Two others were not long after established in the state, and the State of New York opened hers in 1844.

From that time to the present, the number has increased with accelerating rapidity, till there are now in the country about sixty schools, which are supported by public money, established for the sole purpose of preparing teachers to teach. Besides these, there are several others, some of them of high character, which are sustained by private enterprise. Almost every northern state has one, while New York has, we believe, ten, Wisconsin six, and other states less numbers. Many of the large cities have established them for their own special supply. The movement of establishing County Normal Schools, successfully inaugurated in our own state, is already familiar to our readers.



It is safe to say that more has been done in this direction in the last five years than in the twenty-five years previous.

In many cases the initiative step toward the establishment of these schools was taken by the teachers themselves, but more frequently an enlightened public sentiment has seconded the wise suggestions of school-officers, and has at once supplied the evident wants of society. In this respect how great is the contrast with that which came so tardily to the support of the first normal school in Massachusetts. The people now not only appreciate the advantages of good schools, but also the fact that good schools are a result of good teachers, and that there is a special preparation needed for the profession of teaching, as well as for that of medicine or law. Public opinion is taking the advance, and is not only asking that teachers shall be fitted for their work, but furnishing them facilities for preparing themselves.

While we note this advance on the part of the public, we are glad also to note the corresponding readiness of teachers to embrace the enlarged opportunities. Normal schools are crowded; additional accommodations are occupied as fast as furnished, and enlarged opportunities are needed. To make the application in our own state, for instance, we have in the public schools about 17,000 teachers. Of this number, about two-fifths of them will leave within a year, and five-sixths of them within five years, so that, at the least calculation, there will 2,000 or 2,500 new teachers each year. What are the provisions to meet this want? All the normal schools in the state can accommodate not more than 500 pupils, and graduate not more than 150 per year. Here, then, we have an opportunity to perceive the largeness of the demand, and the shortness of the supply.

There are those who clamor against the establishment of other normal schools for fear that they will be weakly and inefficient in their character. Better, say they, strengthen what we have, rather than impair their efficiency by dividing their patronage. The question, it seems to us, is, "Is there need of other schools?" If so, nothing farther is necessary in this case to warrant their establishment. About as sensible would it be to expect that one common school in a county would satisfy the educational wants of that county as that a single normal school will accommodate the wants of this state. Schools of all kinds are for the benefit and convenience of the people; and wherever there is a real need of one, that need will justify organizing it: it will not impair any other similarly established.

W.

STATE APPROPRIATIONS FOR HIGHER EDUCATION.—Below we give the amounts appropriated by the Legislatures of New York and Kansas, the present year, for Colleges, Academies, and Normal Schools. As far as we can gather the same statistics from other states, we shall publish them, as it will be a matter of interest to see what other states are doing, and may arouse our own state to higher action.

*New York.*—

Amount appropriated to Colleges and Academies from Literature Fund.....	\$40,000
To Academies for Teachers' Classes.....	18,000
" Cornell University.....	18,000
" Albany Normal School.....	18,000
" Oswego ".....	21,000
" Brockport ".....	19,000

To Fredonia Normal School.....	\$19,000
" Potsdam ".....	12,000
" Cortland ".....	12,000
" Teachers' Institutes.....	22,000
" Rensselaer Polytechnic Institute.....	15,000
" Academies, for apparatus, etc.....	3,000
Total.....	\$217,000

Normal Schools are being established in Buffalo and Geneseo, to each of which an annual appropriation of \$12,000 has been promised.

*Kansas.*—In addition to the lands donated by the United States, and which

have been appropriated to the State University and the Agricultural College, 14,400 acres were granted by the state to the Normal School as endowment. Appropriations have been made as follows:

To State Agricultural College (1865).	\$3,325 00	To State Normal School (1867).....	14,000 00
" " " " (1866).	5,625 00	" " " " (1868).....	5,637 00
" " " " (1867).	12,633 50	" " University (1866).....	7,000 00
" " " " (1868).	8,715 00	" " " " (1867).....	13,094 84
" " " " (Loan) (1866).	5,500 00	" " " " (1868).....	7,500 00
" " Normal School (1865).....	2,000 00		
" " " " (1866).....	3,000 00	Total .....	\$98,029 34
" " " " (Loan) (1866).	10,000 00		

NATIONAL DEPARTMENT OF EDUCATION.—Before us is Official Circular Number 13 of the Commissioner of Education, Hon. Henry Barnard. It contains chiefly the Commissioner's Report, setting forth the objects aimed at by the department, and the means by which they have been sought to be accomplished. By its perusal one can form an idea of the magnitude of the work and of the extent and far-reaching influence of our system of education. So great a labor will require a long time to produce its results; but we look for a very perceptible improvement in the condition of popular education, especially in the new states and territories where no system has yet been established, and to a gradual adaptation to each other of the already-existing systems in older states, and also of the courses of instruction in institutions of different grade. In glancing at the amount and character of the work it is accomplishing, there is abundant evidence of the necessity of just such an agency.

REFORM SCHOOLS.—We would call the attention of our readers to the article by Rev. Mr. Wines on *Reform Schools*. It presents thoughts worthy the attention of every teacher. At the coming session of the Legislature we trust the Reform School will receive due attention, and that we shall not be obliged to wait another two years, to the ruin of many young persons who might become reputable members of society, before a school worthy of our state be established.

GOOD LISTS OF SUBSCRIBERS.—One of the results of the recent institute in Ogle county was a list of 70 subscribers for the Teacher. It is no uncommon thing for us to receive reports of institutes containing resolutions commending and indorsing the Teacher, while not one whose name appears in the proceedings is a subscriber to the journal. But this is not the way they do things in Ogle. Superintendent Wells is a wide-awake, progressive man, and the teachers of his county partake largely of his spirit. Our thanks are especially due to our friend P. R. Walker, of Dement, for this and former lists of subscribers.

To Sup't Pepoon, of JoDaviess county, we also acknowledge our obligations for a list of 30 subscribers obtained at the institute held in his county the third week in October.

Who comes next?

### PERSONAL ITEMS.

CHANGES OF LOCATION.—J. J. ANDREWS, from Warsaw, Illinois, to Lyons, Iowa. CHARLES ROBINSON, from Princeton, Illinois, to Dewitt, Iowa. CHAS. F. CHURCH, from Pontiac to Columbia, Illinois. ED. A. KILIAN, from Edwardsville to Litchfield, Illinois. GEO. HINMAN, from Granville, Illinois, to Black Hawk, Colorado. J. H. ATWOOD, from El Paso to Onarga, Illinois.

W. H. BRYDGES, for the past three years connected with the schools at Elgin, has received an appointment upon the Board of Instructors of the Illinois Soldiers' College at Fulton, and removed to the latter place.

C. F. KIMBALL, of the Laporte (Ind.) High School, has taken charge of the schools at Elgin, in this state. The Indiana School Journal says of him—  
 "We regret to lose so good a teacher and so earnest a worker from our state."

HON. GEO. W. HOSS, Superintendent of Public Instruction for the State of Indiana, and Editor of the Indiana School Journal, has resigned the office of Superintendent, and accepted the Professorship of English Literature and the Theory and Practice of Teaching in the State University at Bloomington, Ind. Prof. Hoss still continues his editorial connection with the School Journal.

"One moment in life and the next in death—  
 Oh! who can tell why such things be;  
 Or how, on the wings of a fleeting breath,  
 We pass to so mighty a mystery?"

DIED—In Urbana, Sept. 9th, WALTER BATEMAN, aged 9 months; Sept. 18th, FREDERICK HENRY, aged 6 years and 6 months; Sept. 24th, LIZZIE, aged 5 years and 2 months; Sept. 30th, JULIA, aged 3 years and 1 month—children of T. R. and Emeline Leal. In this afflictive dispensation of Divine Providence, in the calling-home of all their children, Mr. and Mrs. Leal receive the deepest sympathy of all this community. Only an abiding confidence that a Father loveth though he chasteneth can sustain them.

—In Springfield, Oct. 17th, after a very brief illness, the infant son of W. H. V. RAYMOND, aged exactly 5 months the morning of his death.

### COUNTY INSTITUTES.

BOONE COUNTY Teachers' Institute met at Capron, Tuesday, Sept. 1st,—the President, W. H. Durham, Esq., Co. Sup't of Schools, in the chair. The institute was organized by the election of C. H. Balliet Secretary, and W. W. Austin Treasurer for the ensuing year. Sixty teachers enrolled their names. G. K. Rix, W. W. Austin, and H. J. Sherrill, conducted the exercises of the institute. Lessons were given in *Spelling, Theory and Art of Teaching, Mental Arithmetic, Geography, English Grammar*, and Rolph's System of *Penmanship*, by the gentlemen above named. The Query-Box was quite a feature of the institute. After the lessons upon the Theory and Art of Teaching, members of the institute were called upon to present their notes of the same. Lectures were delivered—by Mr. Sherrill, upon *The Requisites of a Good School*; by Rev. J. J. Austin, of Belvidere, and Rev. Mr. Watts, of Harvard, upon the *Coöperation of Teachers and Parents*. Interesting addresses were made by the following gentlemen: W. B. Powell, of Peru; A. J. Kingman, Esq., County Superintendent of McHenry county; W. H. Brydges, of Fulton; and Mr. Fox, of Capron. Essays were read by Misses Mary Nash, Ella Rulison, Sarah Beecher, Sarah Lawson, and N. H. Chamberlain. The following questions were earnestly discussed: *Should Manners and Morals be taught in Schools? Should the Higher Mathematics be taught in District Schools? and Which is the better course, the Scientific, or the Classical?* Resolutions of thanks were adopted—to the citizens of Capron; to the Trustees of the Christian Church, for the use of that building; to the conductors of the institute, and those furnishing the music; to Adams, Blackmer & Lyon, for the presentation of Rolph's System of *Penmanship*, and also recommending its adoption into the schools of the county; to the lecturers, etc.; and especially to the very efficient County Superintendent of Schools, W. H. Durham, Esq. The institute then adjourned, after a session of three days, its members feeling amply repaid for the time spent in the session.

COLES COUNTY Normal Institute held its annual session at Charleston, commencing on Monday, August 17th, and continuing three weeks. President Edwards managed the school during the entire session, following a programme as in a well-conducted day-school. One hundred and fourteen teachers were enrolled, and others were present who did not commit themselves to the roll and to the work. The drills in *Reading* and in *Theory and Art of Teaching* were especially valuable. Messrs. Snow, O. S. Cook, and others from abroad, afforded valuable aid in other departments during the session. This is the fourth school for the training of teachers held in this county, and no one who has encouraged us by his visits has failed to observe the decided advance made by our teachers in all that constitutes the earnest and efficient worker.

**MACOUPIN COUNTY.**—The semi-annual Institute of this county was held at Brighton, during the second week of September. About eighty members present. The daily programme was announced for each day the evening before by the Executive Committee. This gives those to whom parts are assigned but little time for preparation, and in that particular is defective. Macoupin depends on home talent for the interest and profit of these professional meetings, and the result of the present proves it no vain dependence. Lessons in *Grammar* were given by Mr. Hedges and Mr. O. S. Cook; in *Arithmetic*, by Mr. Wilson and others; in *Geography*, by Miss French; in *Object-Teaching*, by Miss Marsh; in *Theory and Art of Teaching*, by Mr. Cook; and remarks on *True Order in School, and the way to secure it*, were made by Mr. W. H. V. Raymond. The exercises of Mr. Cook were especially noticeable, for their practical character as well as for their interesting method. Miss French presented the subject of Geography in a rational way, and her manner of putting her case was engaging and sprightly. Mr. C. I. Parker gave a lesson in *Spelling*. A considerable part of Thursday was taken up by a discussion more or less profitable (*less*, mainly), and in a manner more or *less* good-natured, of the *Text-book* question. The interest of the meeting culminated in this, much less being manifested after than before. Lectures were delivered each evening except the last: Tuesday evening, by Prof. Soule, of Blackburn Seminary, who told the story of Robert Lane, founder of Lane Seminary, in a pleasing way, marking it frequently with passages of rich and eloquent thought; Wednesday evening, by Mr. Raymond, of Alton; Thursday evening, by Prof. Bailey, of Blackburn Seminary, and Mr. Bateman,—certainly a solid packing for one evening. Mr. Bateman takes these things very coolly and good-naturedly, however. Friday afternoon the meeting adjourned to the elegant gardens of Mr. Hume, to look at his statuary, eat his grapes, grow rapturous before his Italian pictures and ornaments of alabaster, and wonder why in the midst of all this beauty no wife had ever smiled.....Here in Macoupin we think we are not altogether behind 'all the world and the rest of mankind' in the quality of our schools and the spirit of our teachers. Mr. Foster is doing excellent work at Brighton, Mr. Hedges at Girard, Mr. Wilson at Plainview, Mr. Eagleson at Bunker Hill, Miss Maggie Middleton (Principal) at Staunton, and Mr. C. I. Parker at Carlinville, the county-seat. I have not yet heard who is at Virden this year. The Teacher comes to us with its enterprising editorial management, and instructs and encourages us.

**MONROE COUNTY.**—On the 11th and 12th of September last, a two-days session of the Institute was held at Waterloo, the county-seat. Recitations were conducted by several teachers, discussions held upon educational topics, and instructions given by H. C. Talbot, Esq., Dr. Alph. Wetmore, and Superintendent Kennedy. About forty teachers were in attendance, and a more general interest was felt by the people and the teachers than at any time previously. The teachers had undergone a more thorough and comprehensive examination for certificates, the three days previous, than had been held during any preceding year by the County Superintendent.

**OGLE COUNTY.**—The Institute was held at Forreston, the first week in October. There were 113 teachers present the first day, and the number continued to increase till the last day, when there were 169. Drill exercises were conducted by Prof. Hewett and Pres. Edwards, of Normal, in *Geography, History, Arithmetic, and Reading*, which were very instructive and were highly appreciated by the members of the institute. Exercises were also given and essays read by many of the teachers of the graded schools in the county. Prof. H. R. Palmer, of Chicago, contributed to the success and harmony of the institute by his excellent instructions in *Vocal Music*. Pres. Edwards delivered a lecture on *The Lights and Shades of the Teacher's Profession*. Prof. Hewett lectured on *True Views of Education*. Both lectures contained valuable suggestions, which will no doubt cause many teachers of the county to work with renewed energy. G. W. Perkins, of Chicago, delivered a very interesting lecture on *The Reformatory Work*. He advocated the family rather than the congregated system for Reform Schools. A committee on County Normal School, consisting of Sup't E. L. Wells, P. R. Walker, and G. M. M. Glenn, was appointed, to report at the next institute. Among the usual resolutions were the following:

*Resolved*, That, since we appreciate more and more the training given to teachers in the State Normal School, and since that institution is inadequate to meet the demands made upon it, we advocate the establishment of *County Normal Schools*; and, as teachers, we will give our earnest efforts toward the establishment of such a school in Ogle county.



*Resolved*, That, since we have a high appreciation of the Illinois Teacher as the exponent of educational issues in the state, we manifest our interest in contributing our influence to its support.

This was followed by a list of 70 subscribers. Friday evening, Sup't E. L. Wells delivered his lecture on *Manmoth Cave*; after which a young lady, in behalf of the members of the institute, presented him with a beautiful gold watch-chain and key. All returned to their respective fields of labor fired with enthusiasm and determined to strike heavier blows against — the enemy of common schools — *Ignorance*.  
P. R. WALKER, Secretary.

JO DAVIESS COUNTY. — An institute was held at Hanover, the third week in October, at which about 100 teachers were present. Sup't Pepon writes that a very profitable time was had.

WARREN COUNTY. — A three-days institute is announced, to be held at Roseville, Nov. 11th, 12th and 13th. An excellent programme is presented. The exercises will be conducted mainly, if not wholly, by home teachers.

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## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

CHICAGO. — The fourteenth annual report of the Board of Education is before us. It forms a volume of 321 pages, filled with the reports of the President, Superintendent, various committees, and every thing necessary to a complete history of the city schools for the year. In mechanical execution it is a model of beauty. Our readers have been apprised, in advance, of many of the facts and items which the report contains. We are compelled, from lack of room, to omit until next month some farther extracts, which had been selected for this number.....*Institutes*. — Agreeable to custom, the teachers of our city schools met at the High-School building on the second school Saturday in September, to organize their Institute work for the coming year. The plan of section work adopted last year was adopted this only in part. A general desire was felt by all to go back to the 'General Assembly and Lecture plan' of former years. As a compromise, both plans were adopted, alternating between the two from month to month. The first lecture was delivered by Geo. Howland, A.M., Principal of the High School, in Crosby's Music Hall, Friday p.m., Oct. 9th, on the *Courtesies of the School-Room*. The lecture was followed by a discussion on *The Graded System of Schools — its Advantages and Disadvantages*, opened by Mr. Spofford, of the Foster School, and Mr. Slocum, of the Moseley. The subject was further discussed by Alderman Woodard, Chairman of the Committee on Schools in the Council; Inspector Briggs, Vice-President of the Board of Education; and Ex-Sup't Wells, the father of the Graded Course now in use in Chicago. Mr. Woodard thought it the best system for the masses of our children, but would have independent divisions for a class of persons such as are gathered into our night-schools, many of whom, he thought, would attend the day-school a portion of the year, could they study such branches as would be of most practical service to them. Mr. Wells said that it was expected that teachers would exercise a good degree of common sense in using the course as marked out, merely making it a guide, but by no means to feel themselves cramped by it.....*Text-Books*. — Several changes have been made in our text-books this year. Hillard's and Parker & Watson's Readers have given place to Edwards's entire series. Also, the Analytical Speller takes the place of Parker & Watson's; Walton's Intellectual and Primary Arithmetics have supplanted Colburn's and Emerson's; Greene's Introduction to the Study of Grammar is put into the 4th and 3d Grades; and Mason's Song Gardens, Nos. 1, 2 and 3, are adopted, together with Blackman's Graded Songs No. 3, in the 5th and 6th Grades. These books have all passed through the hands of the teachers to their pupils. The number of books furnished by Sherwood & Co. alone amounts to about 35,000.

DECATUR. — The average number belonging to our schools for the month of September was 1391; average daily attendance, 1327; per cent. of attendance, 95½; average per cent. of tardiness, .9; number tardy, 509. Twenty-seven



teachers were employed in the schools. The schools are very much crowded, particularly in the Primary department. In some of these schools the experiment has been tried for the past two years of changing the pupils every half-day. The arrangement is generally popular with both parents and teachers. A few object that it is not worth while to send for 'only half a day'; but many consider it much better for the child to be confined in the school-room but half the day. We have not been able to discover any perceptible difference in the advancement of the pupils in their studies in these rooms. This applies only to children who are reading in the First and Second Readers. E. A. GASTMAN.

**KEWANEE.**—The public schools of this town open under charge of Mr. Wm. H. Russell, formerly of the Peoria High School. The School Board have the progressive spirit. They have put buildings and grounds in excellent condition, and are placing in the High School several hundred dollars in the form of books and apparatus.

#### FROM ABROAD.

**CORNELL UNIVERSITY.**—The inaugural ceremonies of this institution took place on the 8th ult. The exercises were of exceeding interest, consisting of addresses by Hon. Ezra Cornell, the founder of the University; Hon. Andrew D. White, President; Lieut.-Gov. Woodford; and various members of the Faculty. The Faculty consists of eighteen resident professors, gathered from the best universities in America and Europe. Of the non-resident professors and lecturers there are eleven. Louis Agassiz, LL.D., gives twenty lectures on Natural History; Frederick Holbrook, LL.D., twelve on Mechanics applied to Literature; James Hall, LL.D., twelve on General Geology; James R. Lowell, M.A., twelve on English Literature; George Wm. Curtis, M.A., twelve on Recent Literature; Theodore W. Dwight, LL.D., twelve on Constitutional Law, and is Lecturer on the Constitution of the United States; Goldwin Smith, M.A., Professor of English History. All instruction at the University will be comprehended under two divisions, viz: I. The Division of Special Sciences and Arts. II. The Division of Science, Literature, and the Arts in general. Good health, good habits, and a good thorough education in the common English branches, are the requirements for admission. The number of students is 300. Mr. Cornell's entire gift amounts to nearly \$1,000,000. As soon as accommodations can be completed, it is intended to open its doors to the admission of ladies. No other similar institution in America has started with so able an organization, with so great resources, or on a more catholic basis. The founder has given the key-note of his policy in those simple but grand words: "I will found an institution in which any person can find instruction in any study."

**MICHIGAN.**—The Literary Department of the University has opened this year under more favorable auspices than ever before. One hundred and sixty-one have applied for admission, and one hundred and twenty-nine have passed the examinations.....On the night of Sept. 13 a new planet was discovered by Prof. J. C. Watson, of the Observatory at Ann Arbor.

Mich. Teacher.

**KANSAS.**—Rev. Peter McVicar was renominated by acclamation for the office of Superintendent of Public Instruction, by the Republican Convention.

**IOWA.**—At the State Teachers' Association it was voted to change the name of the Iowa Instructor and School Journal to the Iowa School Journal. The Association refused to accept the resignation of the Hon. D. Franklin Wells as Resident Editor of the Journal.

**FREEDMEN.**—At the meeting of the National Association at Nashville, General Howard said there are now 1,744 teachers employed in the schools of the Freedmen's Bureau, and that the number of schools of all kinds was 3,084, of which 1,000 are sustained by the colored people themselves. The average daily attendance is over 58,000 pupils, of whom more than 4,000 are in the higher branches. In the State of North Carolina alone there are upwards of 20,000 pupils.

## NOTICES OF BOOKS AND PERIODICALS.

(111) THIS is one of the higher books of an admirable series. In some respects it the best one of them. Without being as voluminous as its predecessors, it retains all their merits, and gives practical applications in abundance, especially if the teacher makes reasonable use of his own resources. The one feature of the book, notably the most excellent, is its systematic and complete analysis of all processes involved — an analysis than which we know of none better. The statements and definitions are concise, and the explanations brief. The author evidently considers space better occupied by practical examples than by theoretical dissertations. At the end of each division of the subject the pupil is confronted by a series of test-questions for review or examination. In the arrangement of the topics the plan of the work is, we consider, somewhat faulty. For instance, in Addition, examples are presented which the author solves by Division, and which the pupil will not be able to solve in any other way; Reduction is introduced before Fractions, involving, in the solution of some of the examples, an application of a principle before it has been illustrated. w.

(112) THIS series comprises three books — the *Primary, Common-School*, and the *Complete Speller*. Its object is, by careful gradation, and adaptation of words to the comprehension of pupils, to remove many of the obstacles to successful instruction in this study. One of the most commendable features of the series is the arrangement of words under the rules of spelling, simply stated, and also of the words which are exceptions to the rule. Another is the grouping-together of words pronounced wholly or partly alike but spelled differently, so that the spelling of all is impressed upon the mind by contrast. We consider these books a step in the right direction — that of systematizing a branch of study which takes much time in our school, often with poor results. w.

(113) A STRONG objection urged against the multiplicity of text-books in a series is the frequent repetition of the elementary treatise on the subject. In the change of teachers much time is lost in reviews, and it often happens that the close of one term finds but little progress made beyond the limits reached at the same time the term previous. To avoid this serious objection to so many books in the arithmetical series this one has been written. In the first portion of the work the matter is identical with the author's 'New Practical Arithmetic'. The last one hundred and fifty pages, without a repetition of any thing contained in what has preceded, are given to a fuller discussion and more extended application of the principles of this science, comprising the distinctive portion of Higher Arithmetic. By this admirable arrangement, pupils intending to study the more advanced work can remain in the same class with those going through the Practical Arithmetic, thus economizing in classification as well as in time. By frequent references to the first pages the two portions of the work are made one, though the pages given to a topic are not consecutive. w.

(114) At the present time, when the people are giving more attention than ever before to education, when this great subject is closely interwoven with every question of social reform, the experience and counsel of those whose service in the cause has been life-long are eagerly sought, as words of wisdom which shall indicate the way through the perplexities constantly rising to annoy the educator. As a general discussion of some of the broad questions of education, the work now before us may be subject to the above remark. We say a *general* discussion, for the magnitude of the subjects and the shortness of the space allow of nothing more. Here lies the defect of the work. There can, under such circumstances, be nothing more than a brief statement of the case, with but little elaboration by way of argument or illustration, so necessary to its successful presentation. The details of the work, that which is often the most valuable part, and which, when properly presented, always in-

(111) GRAMMAR-SCHOOL ARITHMETIC. By S. A. Felter, A.M., Author of a series of Arithmetics. Charles Scribner & Co., New York; S. C. Griggs & Co., Chicago. 340 pages, 12mo.

(112) MARTINDALE'S SERIES OF SPELLERS. By Joseph C. Martindale, Author of a History of the United States. E. H. Butler & Co., Philadelphia.

(113) THE COMPLETE ARITHMETIC. By John F. Stoddard, A.M., Author of the Normal Mathematical Series, etc. Sheldon & Company, New York. 456 pages.

(114) FIRST PRINCIPLES OF POPULAR EDUCATION AND PUBLIC INSTRUCTION. By S. S. Randall, Superintendent of Public Schools in New-York City. Harper & Brothers, New York. 256 pages, 12mo.

crease the interest of the reader, have been withheld. Had the author given the space of a half or even the whole of the volume to a full discussion of almost any one of his subjects, we believe that his book would have been of more real value to his collaborators, and that he would have done greater justice to his great ability and long experience as a leading educator. It is quite impossible, for instance, to fully discuss the 'Philosophy of Education' in nine ordinary pages of large type, or to present the subject of 'Elementary Instruction', or 'Systems of Instruction', in eight or nine pages. As a summary of the results of the experience and life-long labor of one of the most successful educators of the country the work has its greatest value. w.

(115) THROUGH his similar work on Chemistry, the author of this book has already become favorably known as an interesting writer upon scientific subjects. Very seldom is any one found who so successfully enlists the interest of his readers in questions generally considered dry and tedious. Aside from a happy treatment of the subject, this treatise contains the recent discoveries which have been made in the science. We present before our readers an extract touching upon a question much discussed during the past year, that of *Meteors*. "Aërolites, meteors, and falling stars, all seem to have a common origin. They are produced by small bodies—planets in miniature—which are revolving, like our earth, about the sun. Their orbits intersect that of the earth, and if, at any time, they reach the point of crossing exactly with the earth, there is a collision. Their mass is so small that the earth is not jarred any more than is a railway-train by a pebble thrown against it. These small bodies may come near the earth and be drawn to its surface by the power of attraction; or, they may simply sweep through the higher regions of the atmosphere, and there escape its grasp; or, finally, they may, under certain conditions, be compelled to revolve many times around the earth as satellites. Indeed, a French astronomer estimates that there is one now circling about the earth at a distance of 5,000 miles. This companion of our moon has a period of three hours and twenty minutes. The average velocity of the meteoric bodies—or *bolides*, as they are frequently called—is thirty-six miles per second—much greater than that of Mercury itself. As they sweep through the air, the friction partly arrests their motion and converts it into heat and light. The body thus becomes visible to us. Its size and direction determine its appearance. If very small, it is consumed in the upper regions, and leaves only the luminous trail of a shooting star. If of very large size, it may sweep along at a high elevation, or plunge directly toward the ground. Becoming highly heated in its course, it sheds a vivid light, while unequally expanding, it explodes, throwing off large fragments, which fall to the earth as aërolites, or continue their separate course as meteors. The cinders of the portion consumed rain down on us as fine meteoric dust." w.

(116) THE feature of this work which most distinguishes it from any other is the Map-Drawing Scale which accompanies it, and which the pupil continually makes use of. By means of this all the maps of a country are of the same size, enabling the teacher more easily to make corrections and comparisons, and the relative size of different countries is preserved. A given length on the scale always representing a certain distance, its use serves to fix in the mind of the pupil an idea of one of the most important items in geographical knowledge. This book does not belong with any geographical series, but can be used with all. There is no doubt that its use would add greatly to the ease and correctness of Map-Drawing. w.

(117) GUYOT'S Geographies, when first issued, were received with almost universal favor. The well-known reputation of the author as one of the first living geographers, the expectation that had been heightened by the delay in issuing works that had been so long expected, combined to make teachers receive them with enthusiasm. But the revolution they proposed in the methods of teaching this science was so great that many hesitated, not in their admiration of the books themselves, but as to whether the theory could be satisfactorily carried out in the practical details of the school-room. This was natural, and, on the whole, desirable. But a sufficient length of time has now

(115) A FOURTEEN-WEEKS COURSE IN DESCRIPTIVE ASTRONOMY. By J. Dorman Steele, A.M., Principal of Elmira Free Academy. A.S. Barnes & Co., New York. For sale by Strickler & Co., Peoria. 318 pages, 12mo.

(116) MEASUREMENT MAP-DRAWING BOOK. By Jerome Allen, M.A., Principal Normal School, Monticello, Iowa. Adams, Blackmer & Lyon, Chicago.

(117) GUYOT'S PRIMARY, ELEMENTARY, INTERMEDIATE and COMMON-SCHOOL GEOGRAPHIES. Charles Scribner & Co., 654 Broadway, New York.

elapsed for this test to be applied; and thus far we have heard but one response, and that a favorable one: and so—if testimonials of teachers and committees amount to any thing—it has been elsewhere. A large pamphlet lies before us filled with testimony of teachers in New England, etc. The publishers, with characteristic energy, are pushing their books into schools all over the country. Upon mature reflection, we reiterate our commendation of them given when they were first issued. They are not faultless, and they require careful and thorough work on the part of the teacher; but they are the work of a master, and, when properly taught and studied, will, we believe, give the very best results.

(118) AMONG the numerous collections of pieces for practice in declamation and recitation, Sanders's *Union Speaker* may be mentioned as one that will meet the wants of a large class of pupils. It is not too full; it contains many humorous pieces, dialogues etc., intermingled with enough of a grave cast to meet a severer taste; and the selections are not the same stock ones that have appeared in all the speakers and reading-books of the day. It is not intended for young men, but for the use of the school-boy or -girl; and these will be pleased with it, and by the use of such selections will acquire better habits of speech than by the use of more staid and sober ones.

(119) THE duty of teachers in relation to moral instruction is a subject often brought before institutes and teachers' associations; and it is, we believe, generally admitted that a teacher fails in his duty who does not give moral training as well as intellectual. Yet most teachers find it difficult to give set instruction in Morals, perhaps from lack of study and clear thinking upon the matter themselves. In our high schools Moral Philosophy, so called, is very generally studied, but the text-books used are generally of such a nature that the pupils get very little practical knowledge upon their *duties* in the various relations in life. This book will, we think, supply a want that has been felt by many to exist. It is, as its title indicates, not an attempt to ignore the Bible, and, going back to heathenism, to reason out all principles of morals, but rather an attempt to teach duties in their practical relations to men and to God, with an appeal to the Bible as authority in all cases. The book is a valuable one for teachers. We call their attention especially to a little extract bearing upon themselves: "The teacher should not undertake to do that which he is not qualified to do. Qualifications for the art of teaching are acquired by study and experience, just as qualifications for other arts are acquired. A man is not likely to acquire the qualifications of a teacher while giving all his energies to preparing himself to practice law, any more than a man is likely to acquire the skill of an engraver while devoting himself to the art of making iron." We should be glad to see the study of such a book introduced into all our high schools and, if possible, into the upper classes in grammar schools.

(120) WE have examined this grammar with much pleasure. There is a growing conviction among teachers that the methods most pursued in the study of Latin and Greek are faulty, and that the results attained are not the best possible. The grammars put into the hand of the beginner are the same as those used by the more advanced students, and are appalling to him from their very completeness. Or, if an effort has been made to avoid this, it has been by the use of books that can hardly be considered grammars at all—being rather vocabularies and phrase-books,—very well in their way, but not suited for thorough grammatical study. In this book of 120 pages are presented very clearly all the leading principles of the Latin language, fully sufficient, as Pres. Hill says—and we coincide with him,—for the student until the Sophomore year in college. If sufficient till then, we fear we must say sufficient for the whole college course; for it is a lamentable fact that in most colleges there is very little grammatical advance after entering. But for the great numbers in our high schools and seminaries who study Latin with no intention of taking a thorough college course, we think this will prove just the book needed. It is clear and concise in its statements, and extensive enough for all their wants. We recommend teachers who have classes about to begin the study of Latin to examine this book.

(118) SANDERS'S UNION SPEAKER. 246 pages. Iverson, Phinney, Blakeman & Co., New York; S. C. Griggs, & Co., Chicago.

(119) CHRISTIAN ETHICS; or, *The Science of Duty*. By Joseph Alden, D.D., LL.D. 170 pages. Iverson, Phinney, Blakeman, & Co., New York; S. C. Griggs, & Co., Chicago.

(120) MANUAL OF LATIN GRAMMAR. By Wm. F. Allen, A.M., Prof. of Ancient Languages in University of Wisconsin, and Joseph H. Allen, of Cambridge, Mass. Woolworth, Ainsworth & Co., Boston.



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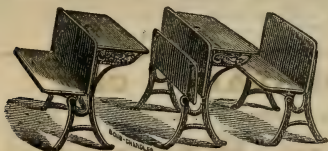
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## WHAT THE PAPERS SAY.

THE LITTLE CHIEF.—It is a truism that the little folks intuitively know who are their friends at first sight. A perusal of the number of this "Visitor" before us leads us to conclude that it possesses just those elements of juvenile acceptableness which all those other little folks' friends possess, and that a permanent place in their affections is thereby assured to it. It is less bellicose than its Western rival, were we to make a comparison touching it, and this is no insignificant feature of that department of literature, which should be good-humored from the editorial tripped down. We extend a little folks' greeting to it.—*Church Union, N. Y.*

THE last number of the "Little Chief" comes to us bright and charming as a spring lark. It will gladden the little folks like the singing of birds and the opening of flowers—an admirable juvenile monthly, with its delightful pictures and clear print. All the children ought to have it; it also freshens older hearts to look over its pages.—*Laporte Union.*



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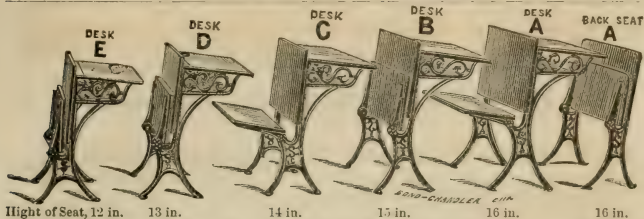
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# THE ILLINOIS TEACHER.---VOLUME XV.

PROSPECTUS FOR 1869.

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N. C. NASON, Publisher, Peoria, Illinois.

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WITH January, 1869, the ILLINOIS TEACHER enters upon its Fifteenth Volume. In closing the labors of the present year, its Editors return many thanks to the numerous contributors whose articles have added materially to the excellence of its character. They would gratefully remember, also, the kind expressions which have come to them from a host of friends, both individually and collectively. Such words of encouragement have made pleasant many a task which otherwise would have been tedious in the extreme.

During the coming year the TEACHER will remain under the same general management as heretofore. The Editors will spare no pains to make it sustain its position among the first educational journals of the country. Its pages will contain articles from the best teachers and educators of this and other states, upon the vital educational questions of the day. The difficulties of the school-room will be discussed in a practical manner, and, as heretofore, it will contain as full a resumé of educational news, at home and abroad, as its pages will permit.

Those friends of the journal whose writings are already familiar to its readers will continue their contributions. Arrangements will be made for securing the services of others who will act as Special Correspondents, giving greater variety and completeness to its character.

The new volume is commenced with a determination to make the TEACHER not only a welcome visitor, but a necessity, to every member of the profession in the state. To accomplish this purpose, its friends are urged to contribute short, pointed articles, and to send items of educational news, statistics, etc. They are also requested to use their influence in extending its list of subscribers. For special inducements to any wishing to get up clubs, the reader is referred to our list of premiums given below. A little effort will secure to any one one or more valuable educational volumes.

## PUBLISHER'S ANNOUNCEMENTS.

Each monthly issue of the *TEACHER* will contain not less than thirty-two octavo pages, exclusive of advertisements. Single subscription, \$1.50 a year. Any person sending us the names of not less than five subscribers may remit for the same at the rate of \$1.25 each, and may add to the list, from time to time, at the same rate. Payments for subscriptions must in all cases be made in advance. Post-office orders or bank drafts are safer in the mail than money, and should be sent in preference where the amount is considerable and they can conveniently be obtained. All County School Superintendents are authorized and requested to act as agents for the *TEACHER*, and may remit for any number of subscriptions at the rate of \$1.25 each.

Articles for publication in the *TEACHER*, Books for notice, and all correspondence relating to the editorial management, should be addressed to one of the Editors. *All other Correspondence*, including whatever relates in any way to Subscriptions or Advertising, should be addressed to the *Publisher*. Attention to these instructions will prevent delay and other inconvenience.

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### PREMIUM LIST, AND CLUBBING ARRANGEMENTS.

The following premiums will be given to those who send us lists of subscribers and pay for the same at the full price of \$1.50 for each subscription: For 40 subscribers, Webster's Pictorial Unabridged Dictionary, latest edition (regular price \$12.00); for 20 subscribers, Webster's National Pictorial Dictionary (Royal octavo, regular price \$6.00). For smaller lists any of the volumes of the Teacher's Library, published by A. S. Barnes & Co., New York, as follows: For 2 subscribers, any volume listed at 75 cents; for 3, any volume listed at \$1.00 or \$1.25; for 4, any volume listed at \$1.50; for 5, any volume listed at \$1.75 or \$2.00; for 8, Davies & Peek's Mathematical Dictionary (\$4.00). One person can obtain several of these books, or the entire Library of 24 volumes, by sending the requisite number of names. Lists of titles, with the price of each book, will be sent to any one applying for the same and inclosing a 2-cent stamp.

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# ILLINOIS TEACHER.

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## THE MONUMENT TO THE TUSCAN PHILOSOPHY AT FLORENCE.

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IN the Museum of Natural History at Florence is a room dedicated chiefly to the memory of Galileo, but containing frescoes representing two other epochs of the Tuscan Philosophy—the one preceding, the other following, that of Galileo. The whole is purely Tuscan, and was evidently designed to show that that country played a conspicuous part in the form and advancement of the sciences. The subjects introduced, as well as the artists employed on the work, are all Tuscan. The architect, Mr. Joseph Martelli, the painters, and the sculptors, are Tuscans; and all, possessing talent and taste, have striven to acquit themselves worthily of the task of honoring their great men and their country.

Entering the room over the door of which is an inscription, the substance of which is "This National Monument was erected to the Tuscan Philosophy by the munificence of Leopold the Second", you observe in a lunette directly before you Leonardo da Vinci, the representative of the first of these epochs, in presence of Ludovico Maria Sforza, the Duke of Milan, in the act of making known to this prince his numerous inventions and discoveries in art and science. Leonardo Da Vinci is known chiefly as the head of the Florentine School of painting; but, being a sort of universal genius, he labored also successfully in the field of Natural Philosophy. Living more than a hundred years before Galileo, when the philosophy of Aristotle was still in the ascendant, he may be considered by his researches in dynamics and hydraulics, and especially by his original and independent thinking, as the dawn of the day of Galileo. He not only experimented himself, but is said to have been among the first to exhort scientific men to make experiments in their investigations, and seems to have been penetrated with the idea which, at a later period, was more fully apprehended and developed by Bacon. At his side is Luc Paccioli de Borgo-San-Sepolchro, the restorer of Algebra in Italy, and around Sforza are seen Accotti, Bellincioni, and other prominent Tuscans who flourished at that time. On either side of this fresco is a medallion in marble,—the one at the left representing Leon Baptisti Alberti, the inventor of the camera obscura; the other, Jean Baptisti della Porta, also an inventor of optical instruments.

In the next lunette at the right is a fresco representing Galileo demonstrating the law of falling bodies. Before him is an inclined plane, upon which a

We have now enumerated the different parts of this beautiful monument erected to the Tuscan Philosophy — a monument which no lover of science can visit without admiring the character of the man whose memory and achievements it is especially intended to perpetuate. Well may Italy be proud of her illustrious names, and especially of that of her noblest genius. He lived in an age exceedingly illiberal, bitterly hostile to every opinion opposed to the scholastic philosophy and the dogmas of the Romish Church. He had to unlearn the errors of his early education and to doubt the teachings of those who were generally believed to be infallible. He was obliged to pursue his investigations in opposition to public opinion, without aid and without sympathy; and, when he had established his conclusions, to be treated with indignity and insult, and finally, in his old age, to suffer the disgrace of imprisonment and banishment. Yet, in all these difficulties which ignorance and intolerance threw into his path, he achieved conquests that have shed enduring lustre on his name, and will stimulate many a lover of truth to imitate his example.

Nor can his life fail to suggest an important lesson. The age of scholasticism is past, the dogmas of Catholicism have in many instances proved to be false; but has intolerance been banished from the minds and hearts of men? Has the folly of the persecutors of Galileo, in assuming to be infallible, taught us our own in thinking ourselves free from errors? Have we become so liberal that the earnest seeker after truth would have nothing to fear should his conclusions seem to conflict with our long-cherished articles of belief? Alas! the progress of almost every science teaches that bigotry and intolerance are not vices peculiar to a former age. The world grows older, but scarcely wiser. A truth dragged forth to the light to-day is condemned with as little ceremony as in the days of Galileo, if it does not square with the already-received systems. Its defender, if not imprisoned or banished, is subjected to obloquy and, it may be, disability. A few years after, and the same truth has taken its place in the field of knowledge, and talent and treasure are laid under contribution to erect a monument to its discoverer.

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## SCHOOL GOVERNMENT.

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Among the difficulties that beset the path of a young teacher, none is more quick to appear, or more hard to master, than the government of her school. She may at first consider that government lies in the exercise of a series of punishments and rewards, a calling-forth of fear or pride. She may think her position involves awful dignity — that she should appear a being of quite another kind from her humble scholars, who must yield at her slightest nod. There are far too many teachers of this stamp, whose dictatorial and chilling manner are but a sorry invitation to their schools and to the work of teaching. There are others who see that we follow best one who gives us her sympathy, and therefore make themselves one with their pupils in interest and work — leading them forward to all that is good, by aid of clearer insight and more fully-developed power than that of a child.

In this work, to my thinking, a true teacher's moral power should lie: and



it is of this leading toward the good I wish now to speak. I will not adduce vague theories, but my own practical experience.

Five years ago I came away from Oswego, having failed utterly in governing the first school I ever attempted alone. This, of course, made government an important subject to me; for I knew I could *teach*, knew I enjoyed it thoroughly; and why should this inability to govern make all my teaching useless? It would be cowardly for me to give up; and within a month I was back in school; but this time it was a school of my own, where success or failure would be solely owing to myself.

Finding many rules only incentives to disobedience, I made *none*.

My pupils' ages ranged from five to eight; and, as soon as the restraint of their new surroundings wore off, little whispered conversations—even loud talking—began to interrupt the lessons. I let this go on for a day or two, till the inconvenience of it should be plain to all, in the mean time making the lessons so interesting that they would want to hear them without interruptions. Then, one morning, I told the children, in a simple way, about the making of laws in our land—why and how they were made. Then, did we need any laws, that we might go on quietly about our business, as I had told them? Had any trouble come into school, that we needed to govern by a law? Immediately they told me—it was so much talking. Then, had any one a law to propose? Instantly the law was offered, that we should not speak in school. Then I told them yes, that was good; but still they might find it necessary to speak to me in school-hours, and we must provide for that. So I explained—what is by no means interesting to us, but what delighted them—raising the hand when one wished to speak to the teacher, and waiting till she calls the name. That law was also passed. I had not planned to impose a penalty for transgression, thinking the interest of their plan would be sufficient guaranty for its fulfillment; but one little girl immediately raised her hand to suggest that any one who broke the law should lose her 'good' at the end of school. (The 'good' was merely a paper with that word written upon it, given to each one at the end of school who really believed she had done her best.) Well, I said, you may *vote* upon it. It was passed unanimously.

From this time I felt myself on firm ground. The government was no longer my business alone, it had become republican. The children were responsible, also, for making a good school; and that responsibility they nobly maintained for the whole time that I was with them—almost four years; and never did I regret my change from an *absolute monarchy* to a *republic*.

I am aware that the children with whom I had to deal were very well fitted for this kind of rule. I do not mean to say that this plan in detail could be carried out in all schools. Possibly it could not. But the idea which it embraces is, to me, a good and right one. We are too apt to place ourselves apart from the scholars, to look upon them as our subjects, rather than our fellow workers, with like powers to our own, powers of governing themselves, that need culture and exercise for their every-day as well as their school life.

And this leads me to another branch of my subject—keeping in sympathy with our pupils in play and general pursuits, as well as in work. I remember well the first day I tested it. Some circus-horses were coming by, with gay trappings and lively music. The children were immediately all ears and eyes, and up came hand after hand. I said "Children, you may all run down in the yard and see them." In a moment the children were perched in every

imaginable position on the fences and posts nearest the street, shouting and laughing with pleasure. When the horses had passed, I said "Now we will go up again", expecting some delays and possibly some complaints. But every child was on the stairs before I reached them, and when I entered the school-room they were all sitting quietly at their various occupations. One little girl, with a bright smile, looked up in my face, saying "O, Miss A——, I can study so much better, now I have seen the horses." I have tried a similar plan again and again, and always with success. If the children find that the teacher is thinking of their *pleasure* as well as their instruction, they will with much more confidence leave that pleasure in her hands, without seeking it in the various underhand ways too common in schools.

A hearty laugh in school-hours does good. And when little Freddy, one day, swallowed his slate-pencil, while he was writing a story, and fancying that it still continued to write, prefaced the reading of his composition with—"A part of this story is on my slate, and the other part is inside of me", and after reading what was on his slate, gravely laid it aside and recited the part that was inside of him,—what *human children* could keep from laughing, and what teacher would be so *inhuman* as to wish it? Is not the ability to appreciate wit greatly conducive to our happiness? Why strive to destroy it? Why drive its free, natural expression from our school, when it freshens and cheers hours that might otherwise be long and spiritless? It is to the mind what gymnastics are to the body: it gives us a freer and more vigorous life. Then what better chance to teach self-control than this affords? To be able to *stop* laughing is fully as important as the ability to *enjoy* a good, hearty laugh. There has been much emulation among my scholars as to who can become sober first, after we have been laughing at some funny occurrence.

But self-control is needed in many other ways. There are aches and pains, and heat and cold, and disappointments and annoyances, which we must all meet, well or ill, as the case may be: how much less hard to bear when well met we all know. Many or few of these troubles came into school every day, and our weapons to meet them were these:

I taught the children various little verses and maxims,—talking of one at a time, striving to use it, and searching out the times during the day when, though needed, it had not been used, often keeping one alone before us for a whole week, hoping that each day it would become more useful. In this way they were made vital truths to us all, thoroughly practical, and so firmly fixed in the mind that the need suggested them. Such truths as these: "He who ruleth his spirit is greater than he that taketh a city"; "Weigh thy words in a balance, and make a door and a bar to thy mouth"; "The best portion of a good man's life—little unremembered acts of kindness and of love": these came home to the children. They saw their need of them, and could use them every day. Indeed, I am sure they did use them. When Clara came to me with a lame hand, saying "I shall take 'Do all things without murmuring and disputing' for practice to-day, for I'm sure I shall need it"; and little Bessie, who struck her next neighbor the day before, gave us as her maxim, suggested merely by her own failings, "Wisdom is better than weapons of war"; and as these are but *two* of the *many* instances I might give, I am sure that we had not learned them in vain.

We at length learned so many maxims that each child, at the beginning of school, gave any one of them which she thought would help most in being

good that day, and often; on a close, hot morning, when we might be inclined to express our uncomfortable feelings in disagreeable ways, I found that each child had decided to take for practice "Do all things without murmuring and disputing"; and I was often astonished at their persistency in acting up to their principles.

It may be urged that the reading of the Bible in schools meets this want. I agree that it does give all the precepts; but still I doubt if the majority of children will seize upon the truths that bear most directly upon their daily life, and put them in practice, unless their attention is directed to the working of these principles in the daily life of their school. I would not undervalue this reading of the Bible in schools; but I would make careful and short selections, to be illustrated by events of every day, brought home to them,—not kept afar off, vague and meaningless, losing all their spirit and power: they are too good and beautiful to be thus treated.

But there is still another aid to school-government, of quite a different nature from all these. It is systematized play. The rhythm of a march, or the melody of a song in concert, harmonizes many otherwise discordant elements. Children love order—absolutely love it. But this order must not be the result of despotism: that they constantly resist. The quiet thus obtained is like the deceitful calm of slavery, ready for insurrection at any moment. The order that children love is a free-will offering, their mite contributed to the general comfort and happiness. That they may give this mite, their minds must be clear and fresh, and their spirits cheerful and bright. What can render them more so than a brisk game of a few minutes, varying the routine of lessons, and driving away the little nervousness caused by words that 'won't be spelled' and letters that 'won't let you print them'?

Some may say that there is no time for play in the ordinary school-hours. But in that case why not change some lesson into play? We changed our regular march with which we rested ourselves between the lessons, first into marching toward the various points of compass, and then toward the countries that lie in those various directions. And this has been with most excellent effect. With the vivid imagination of children, they often used to personate some inhabitant of the country toward which they were going. At other times they pretended to be engaged in a characteristic occupation of the place, or to be plants or animals there. This made their geographical knowledge clear to them. I will guaranty that none of these children will refuse to recognize a state when they see it in reality, because 'it is n't pink, as it was on the map'. The reality, not the mere picture, is what they are thinking of. The Arab horses sped over our floor from the Desert of Sahara; dead crocodiles were found in the Nile at the southeast side of our room; Broek, that cleanest town in the world, became the favorite of our neat little girls; and the Sea of Okhotsk and Chimborazo were as familiar as household words to even the smallest of the children. If any one's mother or sister or cousin had been to Chicago or New Orleans, or beyond the ocean to Germany or Italy, the direction of those places (and often some custom or occupation of the people there) was immediately found by the children, with no suggestion of mine; and the next day Marion marches to Germany to see her aunt, Mary visits St. Peter's at Rome, or Fanny explores the lake tunnel at Chicago. While doing all this, they become bright and gay, full of good will and harmony. The impatience

or laziness, that perhaps was shown before, vanishes, and they are ready for good, earnest work.

I have written these suggestions on school-government, because I hope that my experience may be of use to others, as theirs has been to me. Again and again, some plan which I could not arrange to my satisfaction has been made clear in a moment by some chance suggestion; and I suppose that with us all the case is similar. It is only by constant and earnest planning and working, real devotion to our work, that we can make our school worthy of so noble a country as ours.

### IS THE GREEK A DEAD LANGUAGE?

MR. EDITOR: You ask me to write a paragraph or two for the Illinois Teacher. Allow me, then, to answer a question which has of late several times been put to me: "Is the Greek a *dead* language?" For a long period it has been classed as such, together with Latin and Hebrew, and other tongues which are no longer spoken any where by the common people, but only by the learned.

I answer the above question in the negative. In no sense is Greek a 'dead' language. Not only in its immortal literature, and as the imperishable repository of the divine oracles, does it still live and must ever live to the end of time; but also as a spoken language, the native and only language of a large population, it still flourishes. From a remote period in antiquity, before the days of the Jewish kings David and Solomon, prior to all trustworthy dates in Grecian chronology, down to the present day, the same 'winged words' have flown from living lips,—serving for the mellifluous numbers of Homer, the lofty odes of Pindar, the exquisite lyrics of Anacreon, the solemn and polished tragedies of Sophocles, the witty, mirthful comedies of Aristophanes, the thundering eloquence of Pericles and of Demosthenes, the entrancing periods of Plato, the abstruse dialectics of Aristotle, the conscience-stirring eloquence of Paul and Chrysostom and a host of other Christian preachers; and these same words still serve as the vehicle of poetry, and philosophy, and science, and stirring patriotic appeals.

Even beyond the kingdom of Greece, the language is spoken by a large population in Constantinople, in Smyrna, in Alexandria, in Malta, throughout the Ionian Islands, and, in fact, at every place of any commercial importance along all the coasts of the Mediterranean. Besides this, Greek merchants in considerable numbers, with their families, are found in London, Paris, St. Petersburg, Berlin, Leipsic, Vienna, Munich, and in nearly all the great marts of the civilized world.

But the question will arise, Does the Greek of the present day resemble in any great degree that of ancient times? Is it properly called the same language? Of course, in the lapse of so many centuries, it has undergone many and great changes; but it is still essentially the same. It has, indeed, preserved its identity and integrity to a most surprising degree. Let us suppose one of our college-students to have become passably familiar with Attic Greek and with that

alone, he would with less difficulty turn at once to the Modern Greek and make out its meaning than to the language of Homer. I think there is scarcely so much difference between the words of Xenophon and those of the professors in the University of Athens to-day as between those of Chaucer and of Tennyson.

I have before me a Modern Greek newspaper, dated Athens, Sept. 21, 1868. It is entitled *The Star of the East*. I wish your printer had Greek type, and I would send you the words of the title in the original.\* They are all as purely Attic as any thing in Plato. The paper contains stories; very full information respecting Cretan affairs; and general domestic and foreign news. I find under the last head an interesting account of the reception by the Greek residents at Trieste to Admiral Farragut. The address of welcome and the reply of the Admiral are both given in full. A good student would be able to make out the meaning with much less difficulty, I think, than passages of equal length in Thucydides or Demosthenes. I have occasionally tested this fact in my classroom, by placing on the blackboard sentences of Modern Greek, and then requesting the class to render them into English. That has always been accomplished with tolerable success.

The lectures in the University of Athens are delivered in Greek. This University contains, as nearly as I recollect, about fifty professors and over one thousand students in the various departments. It is organized after the German model, and is doing much for the higher education of the Greeks. Mr. Rangabe (pronounced Ran-ga-vee, accent on last syllable), late Greek minister to our government, but now transferred to Paris, was (and I think is still) a professor in the University of Athens. He has long been recognized as one of the most eminent of living archæologists.

The further question may occur to some one, if Greek is still a living language, and the University of Athens is so excellent, might not an American scholar derive great advantage from residing for a time at Athens? Undoubtedly; and many have already experienced this advantage. I think, also, it will become in the future still more common for those who wish to prosecute their studies in Greek to resort to the ancient city,

" the eye of Greece, mother of arts  
And eloquence, native to famous wits."

J. R. E.

*University of Chicago, Nov. 1868.*

## UNIFORMITY OF TEXT-BOOKS.

In devising plans to render our schools more efficient, the question arises What shall be done in regard to text-books? Shall they be uniform, or not?

The difficulty of classification or its impossibility, and the great expense arising from the frequent change of text-books, are facts fully realized by every teacher, and keenly felt by every patron of our public schools.

The following objections have, with more or less justice, been urged against

\* Having Greek type, the printer ventures to give what *might be* the title, thus:

'Ο 'Αστὴρ τῆς Ἀνατολῆς.



too great uniformity of text-books: That the persons authorized to make selections might not be competent, might want time, or arrive at a decision from improper motives; that teachers and pupils would become mere machines, and scope of thought and thoroughness of culture would be destroyed, that variety, which induces discussion and promotes keenness of perception and accuracy of judgment, would not be furnished.

After thus stating the case, it remains to inquire whether uniformity is desirable or not; and if so, how far, and what plan can be pursued to be as free from objection as possible.

We think it is not doubted that classification is an essential requisite in every good school. In reply to the first objection — namely, want of time, competency, or proper motives,—we inquire, Are those who now select books, or, rather, fail to select them, for the mass of our schools masters in scholarship, excellent in judgment, and correct in taste, with abundance of time to perform their work thoroughly? Or are they purer in motive than regular committees for selection of books would be? In the most of our schools the books used are determined rather by accident than by selection. The preference of the teacher, the book used by the pupil in some other district, the time-honored book favored by the parent, and some coverless, antiquated relic exhumed from the ancestral garret by some economical parent, together form a chaos of common-school literature, out of which the teacher is to construct classes, reduce his school to system, and instruct each pupil with sufficient skill to satisfy the patrons of his school.

In regard to the second objection — that uniformity would tend to routine and its consequent evils,—our reply is that the pupils who consult one book alone acquire the habit, whether the books are uniform in the school or they are the only possessor of the book they are studying.

We believe a plan can be devised to insure classification, and the consequent emulation and criticism incident to class-recitation, and give us as much variety, keenness of perception, and accuracy of judgment, and insure as full, complete and thorough training, with greater economy to the aggregate of our common schools than under the present system.

First, a series for class use should be adopted, which in the primary and *some* of the more advanced classes might be closely followed; but in the higher classes the statement of principles, methods of solution and analysis, and the general use of language, should be compared and preferences indicated. This, we think, could be accomplished by having a series of class-recitations and an accompanying reference-library in every school.

The present law authorizes boards of directors to prescribe what text-books shall be used. Want of time and employment in other duties induce directors to neglect this matter. The increase of population, the redistricting of townships, and the small extent of territory within a district, cause a frequent change of text-books and its attendant expense.

The objection to the selection of text-books by state and county authority is that there are many cities and towns within the limits of either whose boards of education and superintendents have ample time and possess superior abilities for the selection of books best adapted to their schools. A more frequent change is desirable in a closely-graded school to keep up the proper interest.

We think the plan a feasible one to allow the school-officers and teachers in each school-township in an educational convention to select a committee to

examine and recommend a series of text-books for class use, the report of which, upon being adopted, shall determine the books to be used in that township; and then, should the district system be abolished, the trustees of the township might be vested with such authority.

The patrons of any school might contribute a sum sufficient to supply their school with text-books, taking into account the grade, number of studies and term of attendance of their respective children. This sum contributed could be placed in the hands of the teacher, the directors, or a committee, to expend for the benefit of the school. Or, by a vote of the district, directors might be authorized to purchase the necessary text-books, which should be used by the various pupils during the term and returned at its close. Of the plans we have here indicated, we think the last the best. If at the commencement of the term the books are distributed to each scholar, who shall be responsible for them (ordinary wear excepted), and carefully collected and preserved during vacation, many books lost on the closing day of the school or wasted at home would be saved, and the aggregate cost of text-books much diminished, and the surplus might be expended in maps, globes, and other school furniture. The reference-library should not be neglected. Much of the material for such libraries could be collected by donations from the residents of a district.

Should the text-books be furnished by the district, either by vote of the district or by contribution, and made uniform throughout the township, accompanied by a well-selected reference-library, suited to the grade of the school and the studies there pursued, we should have a plan by which classification would be made easy, and the means of research placed in the hands of each pupil; and emulation, class-criticism, and comparison of the views of various authors, would combine to induce observation, refine taste, form correct judgment, and give that thorough training to the mental powers which has been so powerful an aid in all the departments of life.

## AMERICAN SYSTEMS OF EDUCATION VIEWED FROM ABROAD.

[We clip the following extracts from the recent report of Rev. Dr. Ryerson, Superintendent of Education for Ontario, on the Systems of State and Popular Education on the Continent of Europe and in the United States of America. The ability of Dr. Ryerson as an educator, and the spirit of candor with which he investigates his subject, will gain for his opinions the careful consideration of our readers. From his years of observation of our systems of education and their workings, while occupying his present position, he is fully prepared to judge of their excellences and defects.—Ed.]

### 1.—GENERAL EXCELLENCE OF THE CITY AND TOWN SCHOOLS.

Taken as a whole, I do not think, from my best observations and inquiries, that there is any country in the world in whose cities and towns (except Leipzig in Saxony) the systems of education are so complete and efficient as in the neighboring states, especially in Boston, Providence, New York, Philadelphia, etc. . . . In the style, arrangements and furniture of their school-buildings, in the character and salaries of their teachers,

and in every provision for the education of all classes of citizens, there is a manifest earnestness, an intelligence and princely liberality truly admirable and patriotic. Nothing but a personal visit and inspection can convey an adequate idea of the comprehensiveness, completeness, and even in some instances grandeur, of the establishments and systems of education in the cities, and in not a few towns of our American neighbors. And where there are *private* and *select* schools and seminaries in those cities and towns, they have to be conducted in the most efficient manner possible in order to maintain an existence in competition with the excellent public schools.

## 2.—THE CITIZEN'S RECOGNIZED RIGHT TO EDUCATION.

There is another educational feature common to all the neighboring states, and worthy of the highest respect and admiration: it is the recognition of the right of every citizen to the means of a good education, and the obligations of the state to provide for it. This is an article in the constitution of several of the states, and is recognized by a liberal provision in setting apart the proceeds of the sales of one-sixth or -seventh of their public lands to form a school-fund for universal education. This has been followed up by school-laws framed in the same spirit and with the same design; very large sums of money have been raised and expended, and a net-work of schools has been spread over the land.

## 3.—INADEQUATE RESULTS FROM AMERICAN COUNTRY SCHOOLS.

But here, in most of the states, the work has begun to halt, and the patriotic objects of its projectors have been disappointed. The state has acknowledged, and nobly endeavored to redeem, its obligation to provide an education for its every child; but it has not provided that every child should qualify himself by such an education for citizenship. It has placed the right of the parent or guardian and of the employer or master to perpetuate ignorance above the right of the child to be educated. It has made universal suffrage the lever to lift the masses to universal education and intelligence, in the absence of the requisite educational power to move that lever. Nor is there any adequate provision to secure the operations of a school in a single neighborhood, much less to secure properly-qualified teachers where schools are established. The result is, that when you leave the cities and large towns, and go into the rural parts of the state—the peculiar field of a national school-law and system,—you there find that our American neighbors are not so successful in their public-school economy, and accomplish results very far below and short of the state appropriations they make, and the machinery they employ for the sound education of all the people. . . . .

## 4.—CAUSES OF FAILURE IN AMERICAN COUNTRY SCHOOLS.

Such an imperfect state and deficiency of sound education could hardly be otherwise, where the schools are kept open from four to six months in the year by boys and girls from 16 to 20 years of age, themselves poorly educated,\* and when so large a number of children of school age do not attend school at all, as shown by the official statistics given in the foregoing pages in regard to the adjoining states. . . . .

The inference from these facts is, that there may be a magnificent school-

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\* See remarks of the Pennsylvania Superintendent.

system, and a vast and even universal machinery of schools, and yet numbers of youth not educated at all, and of those who attend the schools many learn very little, and that very imperfectly.

The practical lesson which we may learn from these facts is, that we must do something more than merely establish and keep open schools a portion of the year, in order to educate a whole people.

Furthermore, the foregoing facts suggest the inquiry — an inquiry in which we, as Canadians, are deeply interested — to what cause or imperfections in American systems of popular education are so much educational failure and deficiency in the rural parts of the states to be attributed? The subject is too extensive for discussion; but I will indicate two or three causes which have been impressed upon my own mind.

1. The *first* is a *deficiency in the qualifications of teachers*. There can not be a good school without a good teacher. There must, then, be provision against the employment of ill-qualified teachers, and for securing good ones. In the neighboring states there is no state standard of a teacher's qualifications, though, in one instance, there is a state board; there is no state programme for the examination of teachers; in most instances, the boards of examiners of teachers are not only local, but are elected by county or township universal suffrage, and each local board thus chosen fixes its own standard and makes its own conditions and regulations for the licensing of teachers. In some states the trustees of each school examine and certify to the qualifications of the teacher, as well as employ him; in other places, a township superintendent, elected by universal suffrage; in other instances, a township committee or board is elected for the double purpose of examining teachers and employing them. But even in Ohio, where there is a county board of three examiners, appointed by the judges of probate, there is no uniformity of standard, or of strictness in the examination of teachers. I observe in one county, out of 492 applications for certificates, 138 were rejected; and in another county, out of 258 applications, only *one* was rejected — showing that the examination could have scarcely amounted to even a matter of form; and this variation goes on throughout the whole 88 counties of the state. In 1864, out of 19,346 certificates given, upward of one-half of them were given for six months; and in 1866, out of 18,756 certificates given, 7,651, or upward of one-third of them, were for six months — showing the large extent to which the employment of teaching is regarded as temporary. The State Commissioner states the results of such deficiencies in his report for 1866, in the following words: "No one can visit the country schools, hear the recitations, observe the discipline, examine the teacher's records, and look upon the cheerless interior and exterior of the school-rooms, without a most depressing conviction of the inferior advantages enjoyed by the pupils, and the unfavorable educational influences by which they are surrounded."

2. The *second* cause of this deficiency in the country common schools of our American neighbors appears to me to be the *temporary employment and insufficient remuneration of teachers*. This is, indeed, the chief cause of the 'low grade of teachers', and the still lower grade of the schools. In both Ohio and Pennsylvania, more than one-half of the country schools are kept open only four months of the year; and this is the case in many country parts of New York. The teachers are employed there, not as in their cities and towns, and with us generally throughout the whole province, by the year, but *by the month*.

Their 'wages' (or salaries, as we call them) are only for the months that the schools are kept open. For those months a male teacher may receive from twenty-five to forty dollars a month, and a female teacher one-third and some times one-half less: and the other eight, or six, or five months of the year, as the case may be, the teachers must and do receive nothing, or seek other employments. Thus the country male teachers do school-teaching work when they can procure it to best advantage, and farm or other manual work of some kind the other larger part of the year; and the female teachers do likewise. Now, whatever may be the liberality of the legislature, and the framework of the school-system, and the patriotic aspirations and efforts of great numbers of citizens, in such a system of temporarily employing and perpetually changing teachers there can be no material improvement in either the qualifications of teachers or the efficiency of the schools, or the education of the country youth; but the lamentations in the annual reports of state commissioners and superintendents will, in my opinion, be the next ten years what they have been the last ten years.

In Ontario there is much room for improvement in these respects; but we have a national programme for the examination and distinct classification of teachers, and nearly uniform methods of examination; our teachers, except in comparatively few cases of trial, are almost universally employed by the year, in the townships equally with the cities and towns. By our method of giving aid to no school unless kept open six months of the year, and aiding all schools in proportion to the average attendance of pupils and length of time the school is kept open, we have succeeded in getting our schools throughout the whole country kept open nearly eleven months out of the twelve; the teachers are thus constantly employed, and paid annual salaries; and are as well paid, all things considered, in perhaps a majority of the country schools as in cities and towns. Some of our best teachers are employed in country schools, a very large proportion of which will favorably compare, in style and fittings of school-house, and efficiency of teaching, with the schools in cities and towns. Indeed, for several years, at the commencement of our school-system, the country part of Upper Canada took the lead, with few exceptions, of our cities, towns, and villages. Our deficiencies and shortcomings in these respects I shall plainly point out hereafter; but they appear to me to be more palpable, and to exist to a vastly greater, and even fatal extent, among our American neighbors,—so worthy of our admiration in many of their industries and enterprises.

3. A *third* and fruitful cause of inefficiency in the American system of popular instruction appears to me to be the *mode of appointing the administrators of their school-systems, and their tenure of office*. In all the neighboring states, the mode of appointing their state superintendents has been by popular universal suffrage vote, and for a period not exceeding three years, and in some instances not exceeding two years; in the election of their county or town superintendents the same system has been pursued. In New York and Pennsylvania a beneficial change has been introduced in regard to the appointment of their state superintendents—in the former the state superintendent being appointed by the joint ballot of the Senate and House of Representatives, and in the latter by the Executive with the advice of the Senate; but the tenure of office in both states is for three years, as it is in the State of Ohio, where the State Commissioner of Common Schools is still elected by universal suffrage throughout the state. In looking at the school history of these states for the last twenty years,



there are very few, if any, instances of any one of these highest educational officers continuing in office more than three years at a time. There is no department of civil government in which careful preparation, varied study and observation, and independent and uniform action, are so important to success and efficiency as in founding, maturing and developing a system of public instruction; which it is utterly impossible to do where no one placed at the head of the system has time or opportunity to establish and bring into effective operation any one branch of it. School legislation, therefore, with our American neighbors is as unsettled now as it was at the beginning of the last twenty years and more; it has been undergoing successive modifications; and their schools (except in cities and towns) are less improved than their country in every other respect. They seem to forget that the *representative* functions of government — the power to exercise which is based on popular election — relate chiefly to the *making* of laws, and the *imposition* of taxes; but that the *administration* of law should be free from the influences of popular passion, and be based on immutable maxims of justice and patriotism. They recognize this in the selection and appointment of their supreme judges of constitutional and civil law; so should they in the supreme administration of school-law, and in the development of school-economy. Should their state school superintendents, after being carefully selected, hold their offices during pleasure — another word with us for during good behavior and efficiency, — there would be much more hope and certainty of maturing and efficiently consolidating their school-systems.

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## MONTHLY REPORTS.

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EVERY well-conducted school has a system by which the scholarship, attendance and deportment of each pupil is made a matter of permanent record. The good effect of keeping such records is much increased by sending an abstract of the same, once a month or oftener, to parents and guardians. There are many forms of such reports, scarcely two schools using precisely the same form; but nearly all which I have seen are based upon some numerical scale.

There are two serious objections to them all. A great number of the parents, perhaps a majority of them, obtain no clear idea of the true standing of their children from the figures given, and the labor imposed upon the teacher in making them out is out of all proportion to the benefit derived. Any school-board or superintendent who requires a teacher, with the constant oversight of sixty or seventy pupils, to give to each one at the end of each month a report containing the exact average of his recitations in Arithmetic, in Geography, in Spelling and Reading, etc., etc.; then the general average of the whole; then the per cent. of attendance; then the per cent. of excellence in deportment; then the general average of scholarship, attendance and deportment; and, last of all, the general average of the class, or the pupil's rank in his class; I say, any person, or set of persons, requiring this extra labor, once a month, from teachers already wearied with the constant cares and anxieties of the school-room, deserves to be arraigned at the bar of some society for prevention of cruelty to — teachers.

Yet the picture is rather under- than over-drawn. Many schools in this state require even more than I have supposed. I have known teachers to be compelled to spend from twelve to fifteen hours at the close of a month in extra work in order to perform this part of their duty faithfully and accurately. Some will neglect the monthly report altogether, or make it out in so hasty and careless a manner that it loses all moral effect from its manifest inaccuracy.

We have adopted a system of monthly reports which I think attains all the desirable ends of the numerical plan, and which, in a great measure, obviates its objectionable features. Our teachers keep a daily record of scholarship, using the scale of 10. Any pupil wishing to know his exact standing in any or all of his studies is at liberty to examine the teacher's class-book and cast his own average. Any parent or friend is at liberty to do the same. These averages, however, are not transferred to the monthly report, which is presented in this simple form:

PUBLIC SCHOOL.	
Report of .....	for month ending .....
Scholarship, 1st Grade.	
DEPARTMENT, PERFECT.	
There are 3 grades of scholarship: 1st grade, Excellent; 2d grade, Medium; 3d grade, Poor. Parents are invited to visit the school. ...., Teacher.	

PUBLIC SCHOOL.	
Report of .....	for month ending .....
Scholarship, 2d Grade.	
DEPARTMENT, PERFECT.	
There are 3 grades of scholarship: 1st grade, Excellent; 2d grade, Medium; 3d grade, Poor. Parents are invited to visit the school. ...., Teacher.	

PUBLIC SCHOOL.	
Report of .....	for month ending .....
Scholarship, 3d Grade.	
DEPARTMENT, PERFECT.	
There are 3 grades of scholarship: First grade, Excellent; Second grade, Medium; Third grade, Poor. Parents receiving this report are requested to confer with the teacher. ...., Teacher.	

Scholarship ranging from 85 per cent. to 100 per cent. entitles one to a first-grade or first-rank report; from 65 per cent. to 85 per cent., to the second rank; and below 65 per cent., to the third. The first is always red, the second blue, and the third yellow,—the same color invariably indicating the same rank. The conspicuous difference of color, besides possessing other obvious advantages, makes the monthly public distribution of these cards much more impressive.

The meaning of the card is so obvious that the dullest parent can not fail to comprehend it, while the labor imposed upon the teacher in filling the blanks is a mere trifle. Few teachers need to consult their class-books for more than one-fourth of their pupils in order to fix their grade with sufficient accuracy to give them a card of the right color. As I have stated before, the teacher's class-book is always accessible for those who wish to learn their standing more accurately.

The word *Perfect* is printed after *Department*, because every one is supposed to be entitled to the highest character until he has forfeited it. In that case *Perfect* is blotted out, and some significant word written above it. The back of the card affords sufficient space for any qualifying statement the teacher may wish to make in particular cases. This card has no place for attendance record, as parents are always notified, from time to time, of any irregularity in that respect, by means of blanks prepared especially for that purpose.

Our experience in the use of this form of monthly report, thus far, is altogether in its favor, and we have tried several other forms. If any person can suggest any improvement, or any thing different and better, we shall be glad to hear of it through the Teacher.

R.

## COUNTY NORMAL SCHOOLS.

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Read before the State Association of County Superintendents, October 13th, 1885.

BY JOHN C. SCOTT,  
County Superintendent of Richland County.

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MR. PRESIDENT: Thanking you for this privilege and honor, I shall proceed to state, very briefly, my views upon the subject of the text, *County Normal Schools*. General education is a necessity in a free government. Common schools are the great means of universal education. Now, since these propositions are true, we best promote national happiness and perpetuity by improving and making more effective our common-school system.

The question, then, is, How can this best be done? We answer, By establishing a system of County Normal Schools; and adduce as reasons for the statement the following arguments: The teacher makes the school; well-trained and competent teachers make good schools, indifferent teachers, poor ones.

In order to make all the schools of the state good ones, the teachers must be educated and qualified. Mere literary and scientific attainments will no more qualify an individual for the profession of teaching than for that of law and medicine. And no sane man whose energy and thought has been employed in the study of the sciences or languages would go into a hospital and attempt to practice medicine or surgery, or into our courts and undertake to discuss intricate questions of law, until he has first studied both the theory and practice of his profession. And no one should attempt to teach until he (or she) has carefully studied the theory and practice of teaching. A Normal School is an institution for training up persons to teach common schools. Since the teacher makes the school, and training the teacher, it follows that all teachers should be educated (trained) for their profession.

Let us refer to the means and opportunities offered the teachers of the state for normal training.

1st. We have our Normal University—an institution that has proved a public blessing, and has done much to improve the public schools of the state. By referring to the Sixth Biennial Report of the Superintendent of Public Instruction, we find that the number of teachers in the state in 1866 was 17,279. Now it is manifest that it would be impossible for ONE or THREE Normal Universities to train all the teachers of this great state. If they were anxious to attend the Normal University, and were circumstanced so that they could, the expense necessarily incurred would preclude hundreds from enjoying the benefits of a course of instruction there. It is almost as expensive as many of our western academies and colleges, and is beyond the reach of the poor. While it is true that many of our best teachers—as in all other avocations—have risen from poverty and obscurity by their own exertions, yet they compose the class who need and should receive encouragement and assistance. The Normal University—useful as it is—does not, and can not, supply the great public want for well-trained live teachers, not in a few, but in every one of our public schools.

'Egypt' will ask the next legislature to establish a Normal University in Southern Illinois; and though our home and interests are there, and while we take pride in the prosperity and progress of that embryo garden of the state

and orchard of the nation, and believe that the legislature should and will establish such university; yet, if established, it will not supply the great need of normal training for the teachers of Southern Illinois.

Our common-school system embraces every portion of the state, and surrounds every home; and a system of normal training must be almost, or quite, as universal as our system of schools, in order to make them what they should be.

The children of the remote rural districts will be as much benefited by, and are as fully entitled to, the instruction of competent teachers as are those of our towns and cities. The common-school system was made for the poor, and should be made as efficient as possible.

County Teachers' Institutes, as organized in many counties of the state, will not accomplish the desired results. They are profitable to teachers and beneficial to the schools; but they lack the broad sanction of law to inspire them with life and vigor. Attendance during their sessions is voluntary on the part of teachers, and this is the great difficulty to overcome. Teachers who need training most will not, as a rule, attend institutes. Ignorance, when in a conscious state, will instinctively avoid light, and is impatient of reproof. It may be said that certificates should not be granted to such teachers; but there is a class of teachers, and quite a large class, who know just enough to pass an examination, and never learn any thing more. They are fixtures in the mental world.

We assert that neither *one* nor *three* Normal Universities, nor voluntarily-organized teachers' institutes, will supply the demand for competent teachers in every one of our public schools, in half a century.

Can any means be devised, any successful agency created, to provide well-trained teachers for every school in the state? We believe a system of County Normal Schools — established by law — can be made the most effective and certain agency to accomplish this much-desired result. We will briefly present our plan. We would hail with pleasure 'An Act for the establishment and maintenance of a system of County Normal Schools'.

Let the legislature provide:

1st. That there shall be established and maintained, in every county in the state, a county normal school for the purpose of training persons to teach in the common schools.

2d. That the County Superintendent of every county shall organize such county normal school, on the first Monday in August in every year, and continue the same during a term of four weeks; and that the County Superintendent shall have power to occupy any public school-building, and use any apparatus belonging to public schools, for the use of said county normal school.

3d. That every teacher in the county, and every person who shall file with the County Superintendent a declaration of intention to become a teacher in the public schools, shall be entitled to the privileges and benefits of said school. That the certificates of teachers who fail or neglect to attend said school, and to comply with the rules and regulations governing said school, stand revoked, unless said teachers shall furnish good evidence of their inability to attend. That teachers holding State Certificates shall not be required to become members of said school.

4th. That the Superintendent of Public Instruction shall appoint AN ABLE AND COMPETENT TEACHER, who shall, in connection with the County Superintendent, conduct said county normal school, subject to and in compliance with

rules and regulations which the Superintendent of Public Instruction shall prescribe. Said teacher shall receive as compensation for services a sum not exceeding ——— dollars, from the county treasury, on a warrant from the Auditor of State.

6th. At the close of each term of said county normal school, make it the duty of the County Superintendent to grant certificates to such teachers as may be found to possess the necessary qualifications as required by the 50th section of the School-Law of this state; and provide that, in addition to the qualifications required by said 50th section of the School-Law, teachers shall pass an examination on the organization and government of schools, and the theory and practice of teaching; and amend said section further, so as to make first-grade certificates valid for one year.

It would be well to provide that An Act creating a system of County Normal Schools shall take effect and be in force from and after its adoption by the County Court or Board of Supervisors.

The practical effect of such a law would be to inspire our common-school system with new life, energy, and vigor. It would soon exclude indolent and incompetent teachers from the profession, and afford opportunities to the energetic and industrious to qualify themselves thoroughly for their work. Incompetent school-officers and teachers are barriers over which the common-school system can never pass. They must be removed, or the system in a measure fails. A system of county normal schools would not only free the state of incompetent teachers, but also of incompetent school-officers. It would compel the latter, as well as the former, to qualify themselves for their duties, or create a public sentiment that would find a successor at the next election. It would soon affirm the proposition that county superintendents should be *qualified* to hold State Certificates, and make such certificates very desirable both to county superintendents and teachers. It would soon be the only first-grade certificate *in fact*, if not in law.

Our plan of organization is simple: it proposes to use the buildings and apparatus *now* the property of the public—to use the means on hand. The expenditure of money would be very small, only the small amount necessary to pay the salary of one good teacher for one month.

But it may be said that the term would be too short. It is assumed that teachers have studied all the branches required by the law. The work to be accomplished in a county normal school should be to give teachers a more critical and philosophical knowledge of the subjects required; and to thoroughly instruct them in the organization and classification of schools, and in the most approved modes of governing and methods of teaching. With an able instructor, such as the State Superintendent would appoint, very much could be accomplished in a term of one month—perhaps as much as could be made profitable and practical. The object of a county normal school is not so much to teach the rudiments of a common-school education as to instruct teachers how to teach. The organization of such schools would result in immediate benefit to all our common schools. The system is simple, thorough, and eminently practicable. Our law requires certain qualifications, without affording teachers the facilities for acquiring them. Then is it not the duty of the state to furnish the means whereby the necessary attainments may be *acquired*?

In the hope of hearing from other members of this association on this important subject, I respectfully submit this topic for your consideration.



## EDITORIAL DEPARTMENT.

## EDITOR'S CHAIR.

STATE ASSOCIATION.—We hope and expect to see a large attendance of teachers, from all parts of our state, at the meeting of the State Association in Peoria. The Executive Committee have given us a well-considered programme—at what expense of labor and trouble none know but those who have attempted a like thankless task. If now there shall be a full attendance of teachers, of all grades, and from all classes of schools, coming together with a desire for improvement, and with no personal ends or aims to subserve, we shall have a meeting the good effects of which will be felt in the schools of the state. We trust it will be so.

There are two subjects upon the programme—put there by reason of the instructions of the last meeting of the Association—which have been discussed once or twice before it, and have received attention in nearly all similar meetings in the various states. We refer to the subjects of *Compulsory Attendance* and of the *Coëducation of the Sexes*. These have become almost wearisome to the mass of teachers, and yet they, and more especially the former, are worthy of most serious and careful investigation and discussion. They are questions which, in spite of us, will thrust themselves upon us until settled upon well-understood and acknowledged principles. Every such discussion as this, if conducted rightly, helps thus to settle them. We believe, from the names of the persons assigned to present essays upon these subjects, that they will be discussed with fairness and ability, and in a spirit worthy of a meeting of educators who desire to ascertain truth. It is easy to present *ad-captandum* arguments in favor of or against compulsory education, or coëducation. But such arguments are out of place at such a time. In the essays and discussions that we have listened to upon both of these topics too many things seem to us to have been taken for granted, while in the discussion upon the latter at Galesburg there was an apparent unwillingness on the part of some of the audience to listen to the arguments against it,—so confused was the real point at issue in their minds. At the recent meeting of the Social-Science Association in Chicago, we listened to an able essay on *Compulsory Education*; and yet even in this statistics were used carelessly and without due comparison and rectification. Although the writer at the close of his essay seemed to be opposed to compulsory education, yet the bulk of his essay and of his argument were in favor of it. It seems to us that there are several underlying questions to be settled, preliminary to a satisfactory discussion.

1. Is there any considerable per cent. of our young population, at the present time, growing up to maturity without knowledge of Reading, Writing, and some of the principles of Arithmetic? The array of statistics—so many persons of school-age, and only so many attending schools—proves nothing on this point. The school-age extends from 6 to 21. The great mass of children of the laboring classes are at trades or in some way earning their living by the age of 14 or 15. How many from 6 to 15 years of age are out of school, and in ignorance?

2. Does education, in the countries where it is compulsory, lessen crime, so

that there is a well-defined difference in this respect between them and our own country? The statistics from our state-prisons—most of which, by the way, as usually given, were compiled years ago—prove nothing upon this point.

These questions, and others similar, being settled, we may then decide whether it is desirable in a country like ours—where the people are the state—to have compulsion over them in the matter of education, or to arouse them to desire it of themselves. It is very easy and very logical to argue at once—education is desirable; the state furnishes the means for education: *therefore*, the state should require that those means be used.—Q. E. D.

So in the matter of coeducation of the sexes: The question is not Is woman the equal of man or his superior? is she entitled to an education as much as he? not even Shall the sexes be educated in common schools, high schools, academies or seminaries together? not whether those in favor of coeducation esteem woman higher than those opposed; but, Is it desirable, and best for both man and woman, to open to her the doors of our existing colleges, that the few who desire to attend Harvard, Yale, and such institutions, may do so, or, is it better to establish for woman separate institutions, with equally-extended curriculum, but varying in some respects, to meet the different demands of the prospective life work? This is a question for philosophical inquiry; and it should be discussed without prejudice or acrimony. We regard the question of coeducation as one having but comparatively little interest for our State Association. So far as the great mass of schools is concerned, especially our common and high schools, the question is practically settled in its favor.

A WORD TO TEACHERS.—We should like to be able to visit the rooms of all the teachers our state, and to examine the libraries which they have accumulated. By this we could almost invariably judge of the real value of each teacher as an educator; for, other things being equal, evidently the one who studies most, in the line of his profession, will succeed best in the school-room.

The lawyer must have his law-library, and without a good one he remains a pettifogger all his days. We would trust no case involving life or death, our good name, or even our property, to one who had not a library containing the principal books of his profession. So the physician who wishes to gain and retain the confidence of the community must have and use the tools of his profession. So it is with the clergyman. Is the teacher any exception?

And yet how few of the 20,000 teachers of this state own even a decent general library, to say nothing of a professional one. How few of them even think of the principles underlying the work they are called to do! This should not be so. It is a disgrace to teachers that it is so. No young man or young woman should venture upon the teacher's calling without having studied carefully some one or more of the many works upon teaching. Especially should no one undertake to teach without owning and studying some book upon the subject which he is to teach, more advanced than the one in the hands of the pupils. It would seem that a decent self-respect and personal pride would enforce this; but they do not. We know a person who for sixteen years was called a successful teacher in one of the largest cities of the West, who in teaching United States History never advanced beyond the little text-book that his classes used. Of course, he became very perfect in that; but what enlarged views of history could his pupils receive from him? So in Grammar: Horne Tooke, Gould Brown, Latham, Harrison, Mulligan, Fowler, etc., were sealed

books to him. So in Geography, and in Arithmetic. For the whole of those years he trod the narrow round of children's text-books, and after twenty years of constant teaching was afraid to apply for, and was unfit for, a State Certificate. Nor is this a solitary instance. How can one *teach* that of which he knows no more than the pupil may know by the book used by both?

We would earnestly urge teachers, as a matter of duty to themselves and to their employers, to *study*, and to advance constantly to higher planes of thought and vision. Especially would we urge the obligation resting upon them to investigate as far as possible—through the experience and teachings of others—the principles which underlie teaching, school-government, etc. It is no excuse that they can get along without this. Honor and common honesty demand of them that they shall return the best equivalent possible for the wages paid; and even if their employers are so ignorant as to be as well pleased with slighted work as with it thoroughly performed, it is no excuse or justification for them. They have the time. Scarce any profession affords so much opportunity for study and investigation as does the teacher's. Six hours constitute the day's work. Allowing eight hours to sleep and three hours to meals, seven hours are still left, of which surely three may be employed in study. But the fault is in the teacher. The habit of gossiping is soon acquired, and there is none more difficult to overcome. Then there are the evening parties, etc., which the young teacher feels that he must attend, and thus time is frittered away.

Teachers, what books constitute your professional library, and what use do you make of them?

BLACKBOARDS.—There is hardly a thing in the building of a school-house that is more difficult of construction than the blackboard, yet there is nothing which even a tolerable knight of the trowel is more ready to undertake. There seems to be an idea that any body can make a blackboard from any thing,—an idea which has its embodiment in the miserable 'surface' found in almost every school-house, on which no handwriting is necessary that the word *failure* be plainly read.

This is all wrong. The blackboard occupies much the same place as the paper on which we write. A smooth, hard surface is more desirable in one case than in the other, because the board is a tablet for permanent use. No one would think of giving a friend a sheet of rough brown paper on which to write a letter. A poor blackboard is no better for the purposes of the school-room than is such paper for letter-writing.

A good board should possess a hard, smooth surface; it should absorb the light; its color should show plainly the chalk-mark and be pleasant for the eye, and should be permanent; and it should not blister or scale from the wall. To secure all these properties is no easy task, and depends upon several conditions. So many and varied are these, that the work of manufacturing them is an art by itself, as much so as that of calcimining or frescuing. In the latter the workman must not only be skilled, but, if he succeed, he must adapt himself to the circumstances of each case. The same mixture which he spreads with good effect upon one wall will be no more than a mere daub upon another. Such is a common experience with the different kinds of liquid slating.

Our suggestion is that, if possible, a workman of known ability should be secured to make the blackboards of a school-room, or, where this is not practicable, that the advice of such a one should be sought, giving him full particu-

lars of the character and condition of the wall. Such a course may cause a little greater outlay at first, but it will be real economy at last.

EGYPT.—I send the following as the origin of the term 'Egypt' as applied to Southern Illinois, with its correct boundary. The National Road, a macadamized turnpike stretching westward in early days, at government expense, to enable Congressmen from the remote West to travel in fast coaches ten miles an hour to reach the Capital, was to cross the state a little south of the line of the Terre Haute and Alton Railroad, the western terminus being Alton. The stone was cut for a few culverts in Illinois, beyond which little was done in this state before the government changed its policy. About thirty years ago was a winter remembered by the old settlers as the time of the 'deep snow'. There were few settlers in Northern Illinois then, but Central Illinois had important places and Southern Illinois had a comparatively large population. The deer were driven by starvation to the farm-yards, or perished in vast numbers. The wolves could glide along upon the snow, while the deer, sinking and impeded, were an easy prey to the ravenous beasts. The summer following was quite cold, so that corn did not mature in Central Illinois, and the settlers went south of the National Road to procure breadstuffs. The errand of Jacob's sons suggested the name for the fruitful region of modern times. The Indian was still in the north part of the state when the name 'Egypt' was applied to the south part, and in these days it will be well to see that the region so long looked upon as dark does not outstrip the part which has prided itself on being more enlightened. Steam, Free Schools, and active Christianity, are as powerful influences in fruitful Egypt as in the supposed favored land of the north.

Yours truly,

JAMES H. BLODGETT.

### PERSONAL ITEMS.

PRESIDENT HILL, of Harvard University, has resigned, having held his office for six years. It is said that the presidency has been tendered to Rev. A. P. Peabody, who has the matter under advisement.

THE Board of Regents of the University of California are stated to have elected Gen. GEO. B. McCLELLAN President of that institution.

GEN. ROBERT E. LEE is reported to have been tendered by a New-York insurance company the position of Supervisor of Agencies for the Southern States, at a salary of \$10,000 per annum.

ON DR. McCOSH's accepting the Presidency of Princeton College, the friends of the institution bestirred themselves and raised \$60,000, the interest of which is devoted to the President's salary. A second subscription of \$8,000 was then made to refit and refurnish the President's house. The salaries of the professors were also raised. At his inauguration, after listening to his statement of the need of a Gymnasium, Robt. Bonner and Mr. Marquand, of New York, each contributed \$10,000 for that purpose.

MR. HENRY WELLS, the founder of the Wells Seminary for young ladies at Aurora, Cayuga county, New York, has lately purchased for the use of that institution the complete and elaborate set of philosophical apparatus once the property of the Spingler Institute.

WILLIAM W. CORCORAN has given \$60,000 to establish, in Washington, a home for poor and elderly females.

GOLDWIN SMITH, though in feeble health, has gone to assume his duties at Cornell University.

## EDUCATIONAL ITEMS AND STATISTICS.

### OUR OWN STATE.

CHICAGO.—By a recent school-census there are found to be in this city 64,787 persons between the ages of 6 and 21 years. Of these 627 are colored. The total population of the city is found to be 252,054. The committee of the School Board appointed to recommend further legislation call for authority to raise \$1,000,000 additional, for erection of school-buildings, purchasing grounds, etc.....*Report for October.*—Total enrollment, 24,529; average number belonging, 22,316; average daily attendance, 21,745; per cent. of attendance, 97.8; number of tardinesses, 6,722. It will be seen by the above statistics that of the number of persons of school-going age in the city 40,258 are not enrolled in the public schools. Making all due allowance for those attending private schools, those over 14 years of age, but comparatively few of whom are to be found in school, it still shows a very large and alarming proportion of the school population not in attendance upon school.

BLOOMINGTON.—The schools here are in a very flourishing condition, there being 500 or 600 applicants in excess of seats. The Board of Education are laboring hard to remedy this difficulty. A new high-school building, to cost \$35,000 and to accommodate about 400 pupils, is nearly inclosed, and a ward school-house, which will cost \$30,000 and seat about 500 pupils, is well under way. Another building is to be commenced as soon as possible. This healthy condition of the schools is largely due to the energetic Superintendent, S. M. Etter, Esq., and his wide-awake corps of teachers. The average number belonging in school now is 1498. The per cent. of attendance for November was 97½. Number of teachers, 28.

ST. CLAIR COUNTY INSTITUTE held a five-days session at Belleville, commencing Monday, Nov. 9. Through the assiduous efforts of the County Superintendent, Jas. P. Slade, Esq., the attendance was large, there being present 120 teachers, 100 of whom were allowed full pay by their directors for the week. [Editorially we venture to assert that the expenditure was as profitable for the schools as that of any other equal sum which said directors will make.] The teachers of the city schools, aided by the Board of Directors, had secured free entertainment for the members in the houses of the generous-hearted citizens of the place. The institute was organized by the choice of Mr. Slade as President and James McQuilkin as Secretary. The exercises were largely in charge of Prof. Hewett, of Normal. President Allyn, of Lebanon, was present a portion of the time, and gave some excellent practical exercises. Methods of recitation in various branches were illustrated by the teachers of the city schools, using classes of children brought in for the purpose. An interesting variety was added to the occasion by the presentation by Mr. Bunsen, President of the City Board of Education and a veteran teacher, of his method of teaching Reading. With some spirited discussions and admirable essays introduced between the other exercises, the day sessions lacked not in interest or profit to all. Evening lectures were delivered by Prof. Hewett, on *The True View of Education*; by President Allyn, on *The Duty of a Free People to Educate*; by President Edwards, on *The Lights and Shadows of a Teacher's Life*; and by Major Merwin, of St. Louis. The usual resolutions, grateful and congratulatory, were passed, and the institute closed one of the most profitable sessions it has ever held.

PRINCETON *High School* reports 184 pupils for October, an attendance of 97 per cent., and 99 per cent. in punctuality. Five teachers. *Princeton Public Schools* for the same month report an average of 558 pupils, and an attendance of 95½ per cent. One superintendent, and 11 assistant teachers.



## NOTICES OF BOOKS AND PERIODICALS.

(121) We have examined this book with much pleasure. Physiology and Hygiene are not by any means studied as they ought to be in our schools generally, nor, we are sorry to say, are teachers as familiar with the principles of either as they should be. Perhaps this is, in part, the fault of the text-books most accessible to them. They can not be expected to become specialists in these departments, nor to be familiar with the more extended and technical works upon these subjects. They are confined, most generally, in their investigations and studies, to the ordinary school-manuals which they use in instructing their pupils. These should, therefore, give facts and principles in clear, plain language, with copious illustrations, and with as little technicality as possible. We do not mean that all technical terms should be avoided, for this is neither possible nor desirable. Dr. Dalton has attempted this, and, we think, has succeeded admirably. In our judgment, his book will be well adapted to the class-room, and it will certainly be of great interest and value to teachers. It is a book that can be read with interest, which is more than can be said of most. We would recommend all teachers to examine this work if they have classes in the study.

(122) PROF. HARKNESS'S Latin Grammar and Reader have met with almost unexampled success. They are now used in a very large proportion of the schools in the United States where the Latin language is taught, and have met with much commendation from scholars. To all who use his grammar, and who practice their pupils in writing Latin—as what thorough teacher does not?—his Latin Composition will be a great boon. Prof. H. avoids the common error of giving a new set of rules to be learned, with new explanations, etc., but refers the pupil to his Grammar for all rules, etc. The work consists of three parts: the first being elementary, and intended as a companion to the Reader, the second for the subsequent stages of preparation for college, and the third for the earlier portion of a collegiate course of study. Throughout the work English sentences are given to be translated into Ciceronian Latin, while opposite each stands Cicero's own expression of the same thought. Of course, if these are carefully studied, and the differences of idiom, etc., explained, there can be no better guide to the pupil. We advise all teachers who use the author's Grammar, and whose pupils have made any progress in the Reader, to put them at once into the Prose Composition. It is the best work of the kind we have seen.

(123) This book is an attempt to present to the young the Greek and Roman Mythology stripped of its grossness and sensuality, and to exhibit the true poetry that lies at the bottom of all the ancient mythological fables. In other words, it is an application of the principle of interpretation, of which Max Müller is the chief exponent, which traces the mythological tales of Greece and Rome back to their home in the East, where they took their rise as personifications of daily natural phenomena. The text of 200 pages is in the form of question and answer, and, although, of course, all the minutiae of mythology can not be brought forward, yet the most interesting tales, and those of most frequent occurrence in general reading, are handled in a manner to give a very lifelike and vivid conception to the reader. The ordinary account is first given, and then an explanation of the meaning of it according to the above mode of interpretation. The book is a fascinating and valuable one; and by this method even the ordinary mythology will be much better retained by the young pupil than by the usual mode of study. We would advise classical students, and all teachers who have occasion for a text-book on mythology, to make trial of this.

(124) Books of questions and answers upon History and Science, although they are not generally suitable for school text-books, yet have their value as conveying condensed and definite information upon subjects that would otherwise demand wide research and extended scholarship. They are of special value for re-

(121) A TREATISE ON PHYSIOLOGY AND HYGIENE. By J. C. Dalton, M.D., Prof. of Physiology in the College of Physicians and Surgeons, New York. Harper & Brothers, New York.

(122) INTRODUCTION TO LATIN COMPOSITION. By Albert Harkness. D. Appleton & Co., New York.

(123) A MANUAL OF MYTHOLOGY. By Rev. G. W. Cox, M.A., Trinity College, Oxford. Leopoldt & Holt, New York.

(124) CHAMBERS'S MISCELLANEOUS QUESTIONS. J. B. Lippincott & Co., Philadelphia.

views, enabling one to recall the chief points of any study previously pursued, and thus to keep it fixed in the mind. Among the most valuable that we have noticed are the *Miscellaneous Questions upon Science, Literature, and the Arts*, issued by the noted Edinburgh publisher, Chambers, and now republished in a neat form by Lippincott & Co. Here, condensed into 187 pages, is an immense amount of information upon the above subjects. A skillful teacher could make advantageous use of it in the way of general exercises.

(125) QUACKENBOS'S *School Histories of the United States* have been received with general favor by teachers who have used them. This elementary history—which, by the way, is amply sufficient for grammar-school pupils—has been revised and brought down to July of the present year. Too many of our school histories are written in language entirely above the class of pupils for whom they are compiled, and with a style dry as can well be employed. These faults are avoided in a good degree in this little volume. The narration is made interesting,—as a story,—and, judging from our own children, pupils will not only study the book for their recitations, but read it for their pleasure.

(126) We can not better convey an idea of the scope of this work than by quoting the author's own words. "The system proposed is what, in the language of politicians, would be called *conservative*, retaining all that is valuable in the earlier grammarians, and departing from them only so far as necessity, or a rational expediency, seems to authorize and require. Old divisions and old names have been retained as far as possible, the changes and improvements consisting in the omission of what is unnatural and useless, rather than in the introduction of novelties." From an examination of the author's system, we are satisfied that no book of equal size contains as many new and sensible ideas as this, or will give the teacher as many valuable hints in teaching its subject to his pupils. w.

(127) THOUGH independent of any series, this Reader is specially adapted for an intermediate number of the one already published by the same house. Its selections are from the writings of the best authors in children's literature, and are arranged so as to secure a systematic advancement of the pupil in this study. In its typographical appearance the book is neat and substantial. w.

(128) THE author of this little book has stated its aim and scope so concisely and clearly in his preface that we can do no better than to present a few extracts. "Thousands of boys are allowed to leave school at the age of fourteen or sixteen years, and are sent into the carpenter's shop, the machine-shop, the millwright's, or the surveyor's office, stuffed to repletion with Interest and Discount, but so utterly ignorant of the merest elements of Geometry that they could not find the centre of a circle already described, if their lives depended upon it. . . . The error here is fundamental. In stead of teaching the elements of all branches, we teach elementary branches much too exhaustively. . . . The elements of Geometry are much easier to learn, and are of more value when learned, than advanced Arithmetic; and, if a boy is to leave school with merely a grammar-school education, he would be better prepared for the active duties of life with a little Arithmetic and some Geometry than with more Arithmetic and no Geometry." After a quite careful examination of the book, we are satisfied that the author has completely vindicated the right of his science to a place among the branches of elementary instruction. His method of presenting his subject is simple, natural, and progressive. The pupil will find no greater obstacles in his way than in the elementary portions of Arithmetic, while he finds another avenue opened to him for his intellectual development. We commend the book, not only as a successful treatise of its subject, but for the directness with which it proceeds to its work. w.

(129) THE service which Mrs. Mann has rendered to civilization by the trans-

(125) QUACKENBOS'S *ELEMENTARY HISTORY OF THE UNITED STATES*. D. Appleton & Co., New York.

(126) *THE COMMON-SCHOOL GRAMMAR*. Designed for Preparatory Schools. By Wm. Bentley Fowle. E. J. Hale & Son, New York. 146 pages, 12mo.

(127) *THE INDEPENDENT FOURTH READER*. By J. Madison Watson, author of the *National Readers*, etc. A. S. Barnes & Co., New York; D. W. Proctor, Chicago. 240 pages, 12mo.

(128) *FIRST LESSONS IN GEOMETRY, OBJECTIVELY PRESENTED*. By Bernhard Marks, Principal of Lincoln School, San Francisco. Ivison, Phinney, Blakeman & Co., New York; S. C. Griggs & Co., Chicago. 157 pages, 12mo.

(129) *LIFE IN THE ARGENTINE REPUBLIC IN THE DAYS OF THE TYRANTS; or, Civilization and Barbarism*. From the Spanish of Domingo F. Sarmiento, LL.D., by Mrs. Horace Mann. Hurd & Houghton, New York. 400 pages, 12mo.

lation of Mr. Sarmiento's work is akin to that of the discoverer who reveals the wealth of unknown lands. From no other source do we receive so full and reliable a history of the struggles by which the people of a great country have gradually raised themselves from a condition of anarchy to a place among the free governments of the earth. We are here furnished with an important chapter in the history of civilization, written by one who has been a prominent actor in all its principal events, and a philosophical observer of the men and motives which have at different times held sway over his country. To those who have watched the course of the author, as the minister to this country from the Argentine Republic during the last few years, the biographical sketch which it contains will be of great interest. There is a charm in Col. Sarmiento's life, from his boyhood in a poor cottage, through his youth as a student, and afterward a soldier, and an exile, always strongly sympathizing with the cause of progress, which not only fascinates the attention, but which develops into a hearty admiration of the noble qualities of the man. As the leading advocate of the cause of public schools in his own country, to which he has transferred the systems of the United States, and also for the interest he has taken in the advancement of education with us, his history will be especially interesting to teachers. W.

(130) THE BOOK-BUYER, a summary of American and Foreign Literature, is published monthly by the well-known firm of Charles Scribner & Co., who will send it for a year to any address on the receipt of 25 cents to prepay postage. It contains monthly summaries of the principal English publications, and announcements of the publications of the firm. In addition, it gives full lists, with prices, of English books to be obtained through the importing house of Scribner, Welford & Co., and is altogether very valuable for a purchaser of books, or for one who wishes to have some knowledge of what is being done in the world of letters.

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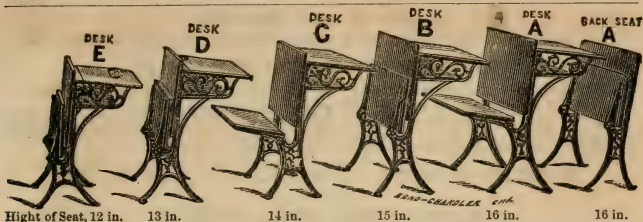
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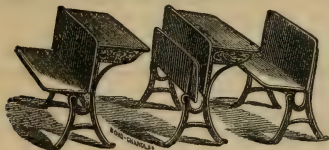
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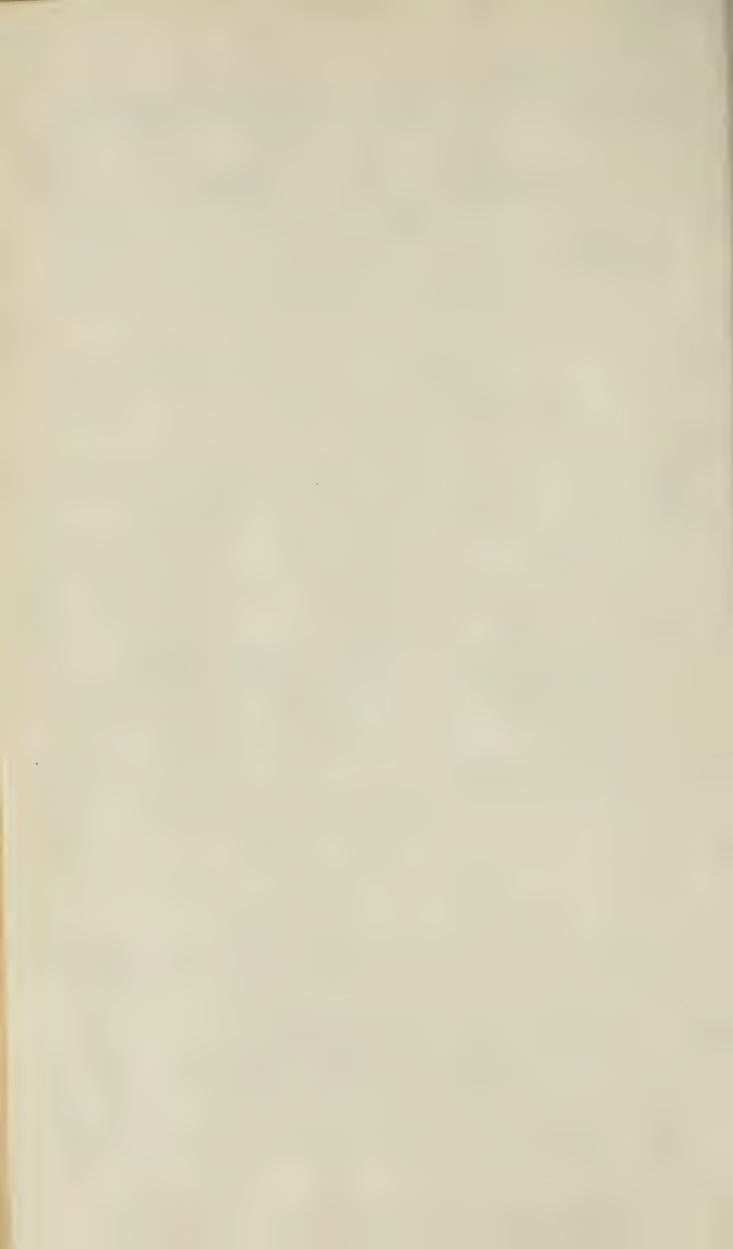
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